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An Exploration of Student Engagement and Learning within a Newly Online Version of TEAC 861: Teaching in a Pluralistic Society - A Peer Review of Teaching Benchmark Portfolio

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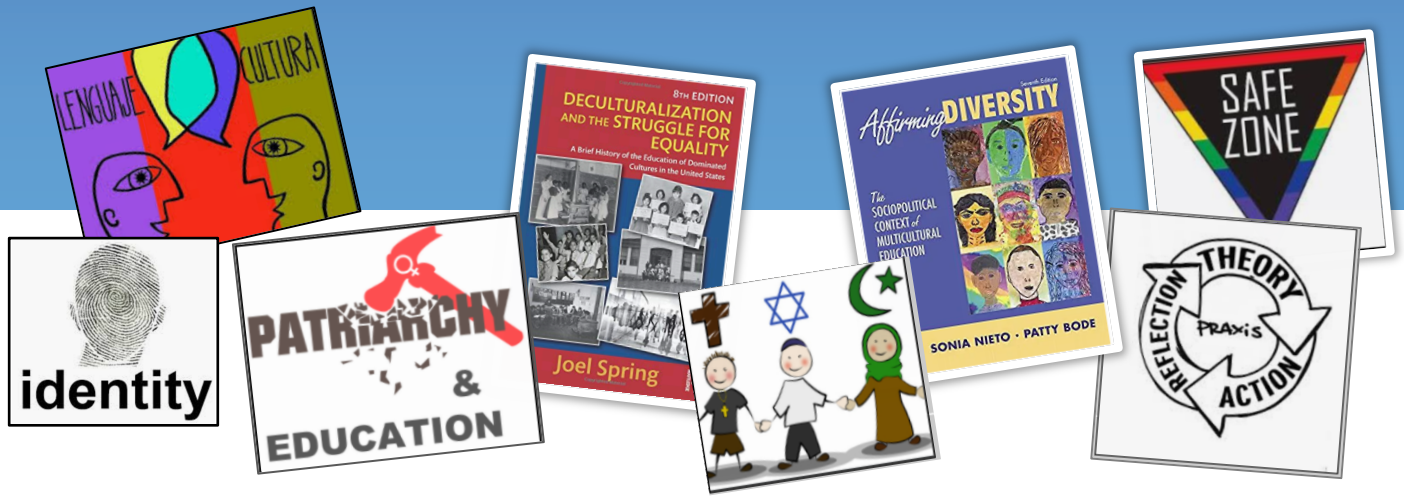
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Peer Review of Teaching



An Exploration of Student Engagement and Learning within a Newly Online Version of TEAC 861: Teaching in a Pluralistic Society

Abstract

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Given the current racial, economic, and socio-political tensions in K-12 education, the work of teacher preparation arguably has never been more important or difficult. This benchmark portfolio targets a core required course aimed at increased teachers' cultural competence and equity literacy, *861: Teaching in a Pluralistic Society*. In this portfolio, I focus primarily on methods and mechanisms I used to increase student engagement in and critical reflection on a social justice-oriented curriculum in a new online format.

I describe the context for the course, my initial anxieties around teaching the course online for the first time, student demographics, my redesigned course objectives, and my teaching methods, course materials, activities and assignments. I highlight innovations and modifications I made as a result of PRT program learning within these areas. I then provide documentation of students' learning using two sources of data: 1) peer discussion venues, and 2) cultural competence self-assessment pre-test/post-test data. Finally, I reflect on my overall experience, lessons learned, and ways I will apply my learning to future teaching.

5 key words: Online learning, teacher education, student engagement, cultural competence, critical reflection

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MEMO 1: SETTING THE CONTEXT OF MY TEACHING

Objectives of Peer Review Course Portfolio

The course of focus for my Peer Review of Teaching Project is the graduate course *TEAC 861: Teaching in a Pluralistic Society*. I chose this course because I felt that I could do a better job of aligning my assessments or “evidence of understanding” with my instruction, and my instruction with my course objectives. I also chose this course because I offered it for the first time ONLINE in spring 2020 and was a bit anxious about teaching in this format. I feel strongly about providing highly engaging, quality instruction and I think this is a critically important course; therefore, the thought of NOT having face to face interactions on a weekly basis worried me. I wanted to ensure that I was implementing teaching methods, materials, and course activities that are meaningful and impactful for students “*enduring understanding*”. I hoped to really develop a rich, meaningful and well-integrated version of this course that had clear connections across course *objectives, instruction, and assessment*.

My hope for participation in the Peer Review of Teaching program overall was to illuminate and reflect upon effective practices I have developed over the years (with more direct evidence of impact) as well as to surface the gaps or areas for improvement in my course design and resulting instruction in the online format. Given the type of courses that I teach, many think that they are “soft-skill” courses and that learning objectives are all subjective or based primarily on the readiness of the student (e.g. openness to diversity, cultural competence, or inclusiveness). This may be true in some aspects (e.g. someone who is socialized to be racist, while likely hold fast to racist tendencies). However, there are clear objectives I expect/desire all students to know and be able to do at the end of the course, regardless of where they start or their political or ideological stance upon entering the course. Therefore, I want to focus both on moving the needle on their dispositions and openness to issues of social justice, and I want to focus on sharing a clear body of knowledge that I expect them to walk away with from the course. This PRT portfolio will allow me to investigate the effectiveness of my course design and implementation in addressing these goals.

Description of the Course

TEAC 861 is a course within our social and cultural foundations program and it is a common requirement for graduate students in our MA/MEd programs. It is also a common elective for doctoral students across the College of Education and Human Sciences (CEHS). A version of the course is offered at the undergraduate level (TEAC 330), which I also teach each semester. At both the undergraduate and graduate level, TEAC 861 (or 330) is a requirement for all teacher education students seeking licensure in early childhood through high school. In most cases, undergraduate students take this course just before applying for official admission into their specific professional program (e.g. early childhood, elementary education, secondary mathematics education, etc.) and graduate students take it as one of their first courses of their program. Whether at the graduate or undergrad level, it is one of the largest course offerings in the department, often with 5 to 6 undergrad sections and at least one or two graduate sections offered each semester.

I am one of three professors who teach this course on any given semester and we as faculty work across our sections and support graduate teaching assistants who assist with our undergraduate sections. The faculty instructors often share common readings, key assignments, and ideas for activities; however, each person is given latitude for incorporating their own pedagogies and curricular elements in the course. Given that the course focuses on social, historical, educational, political, and economic issues related to human diversity, I see it as a critical and useful course both for students in our college (College of Education and Human Sciences) as well as students from a broad range of majors. With that said, it is important to note that it is an ACE 9 course. Therefore, we (the instructors) are all charged to design the course to allow students to “Exercise individual and social responsibilities through the study of ethical principles and reasoning, application of civic knowledge, interaction with diverse cultures, and engagement with global issues. More specific, in order to fulfill the ACE 9 requirement, one key learning outcome of the course would be that students are able to *“exhibit global awareness or knowledge of human diversity through analysis of an issue”*.

The “issue” that this course analyzes is the enduring effects of COLONIZATION. While the ACE 9 guideline presents a worthy course goal and associated learning outcome, it only accounts for one aspect of the course. On a functional level, this course allows students, sometimes for the very first time, to critically reflect on their own identities and histories (and their identities in relation to others) as well as to grapple with the complex issues described above.

Demographics

Given that this course focuses on elements of human diversity and the approaches that educators and human sciences professionals take in working across difference, it is important to note the demographic make-up of our student population across the College of Education and Human Science (CEHS). According to the UNL Office of Institutional Effectiveness and Analytics, as of Fall 2019, our total enrollment of graduate students was 1,048. Of this total, 14%, or 148 identified as someone from a designated “minority” group (49 Hispanic/Latino, 9 American Indian/Alaska Native, 27 Asian, 35 African American, 2 Native Hawaiian/Pacific Islander, 26 Multi-racial, 24 Unknown). At the undergraduate level, as of Fall 2019, our total enrollment was 2,687. Of this total, 16%, or 430 students identified as someone from a designated “minority” group (196 Hispanic/Latino, 10 American Indian/Alaska Native, 51 Asian, 79 African American, 1 Native Hawaiian/Pacific Islander, 93 Multi-racial, 18 Unknown). As these data illuminate, our college and the university as a whole is quite clearly a *Predominately White Institution* (PWI). This, in many ways, mirrors the demographics of the state overall, which is 79% White, non-Hispanic (Governing.com, 2017). However, the ethno-racial context of the state and our college is important because it brings to light the stark differences between those going into or currently working in the field of education and the increasingly diverse student populations in our PK-12 public schools.

In the context of my target course, I had 17 students enrolled. Of these students, 3 identify as cisgender, white men, and 14 identify as cisgender, white women. Of the 17, two identify as bisexual and the remaining 15 identify as heterosexual. The large majority (except for 3) indicated that they grew up in relatively religious households and the religious denominations represented among the students are Christian-Catholic and Christian-Protestant.

Course Goals & Objectives

This course (*see Appendix A: Course Syllabus*) is a core component of our teacher preparation program. And as stated above, one of the main goals of the course is to provide students with learning opportunities to increase knowledge of, to analyze, and to reflect on the enduring effects of colonization in U.S. in societal and educational contexts. Over the course of a given semester, my intent is for students to critically reflect both inwardly and outwardly and to process their learning both inwardly and outwardly with their peers. More specifically, as a result of the peer review of teaching process, I tweaked by course objectives slightly to more clearly articulate what I want students to know and be able to do at the end of the course. Thus, the course formally is designed so that students will:

1. Build self-awareness and interrogate the cultural and historical roots of their own identities.
2. Compare & contrast the historical and contemporary schooling experiences of marginalized, minoritized, and underrepresented groups.
3. Examine, from different theoretical perspectives, the nature of intergroup relations in U.S. society in order to shed light on the causes and complex dynamics of racism, sexism, classism, homophobia, and other systems of oppression and intergroup conflicts.
4. Cultivate multicultural competencies relevant to teaching in a diverse setting through critical reflection on course materials and class discussions.
5. Explore the ways in which social identities such as race/ethnicity, class, gender, religion, sexual orientation, and language influence learning, and determine how discrimination based on these factors translate specifically into school structures, policies, and practices that perpetuate inequality.
6. Develop their sense of responsibility to, and agency in advocating for social justice in social and educational contexts at both the individual and institutional levels.
7. Demonstrate an increased comfort in engaging in conversations about race-based topics, as well as an increased confidence in working with students/peers/families/communities that are different from them.
8. Identify instructional strategies and resources to implement critical multicultural education in today's diverse classrooms.

I was generally pleased with my course objectives and my approach to engaging students towards reaching them; however, I did tweak the wording and order of my objectives a bit to clarify what actions (using Bloom's verbs) students engage in. In this course, I incorporate various learning modalities in my instruction (described in more detail in the following section). I engage students in collaborative dialog intended to de-center the dominance of academic knowledge as "precious" and re-center or privilege the funds of knowledge of the communities of color we are learning about and from. To do so, I try to integrate students and community members into my course structure as guest speakers, student panelists (high school and college level), teacher roundtable discussants, and co-instructors. I also rely heavily on media (YouTube videos, TED Talks, and music) to convey social realities, cultural narratives, and lived experiences (both contemporary and historical) of minoritized peoples in schools and society. In Table 1 (*see Appendix B: Benchmark Portfolio Map*) you will see the map of my course plan. It provides a comprehensive list of learning objectives as well as the methods I use, activities I engage students in, and the ways I assess their growth and learning of the outlined objectives. In the section to follow, I narrate my growth and the course

change process. I try to articulate my journey as a critical race scholar teaching this course and the thoughts and actions I have taken over time and as a result of the PRT program.

MEMO 2: Course Methods, Materials, Activities & Assignments

In my early years of teaching diversity related courses such as this one, I saw them often as general survey courses that exposed students to various aspects of diversity. The curriculum and pedagogy for the course *“Teaching in a Pluralistic Society”* essentially took on a “culture fair” approach, where students were taught about various cultural groups and the challenges that these groups faced or how schools should be addressing their various needs. It lacked criticality and by default, it placed white, male, Christian, heterosexual, cisgender, and English-speaking identities as the central frame of reference. Therefore, while not intentionally, it positioned all other identities as the “other” to be studied and “accommodated for” to the extent possible in white dominant schools. I would say that this “cultural appreciation” approach was typical across colleges and universities that I attended or taught at in the early 2000s. However, as I began to study in the areas of critical race theory, critical pedagogy, critical multicultural education, social justice education, and Black feminism in my masters and doctoral programs, my perspectives and approaches to teaching this type of course changed.

This influenced mainly the materials I used and the philosophical and ideological position I took as the instructor. I began asking myself, what are the curriculum “standards” I am setting for learners in my classes? Who is deciding what these are? From whose perspective are these things talked about and who gets to choose what is important? Whose perspectives are not represented in the curriculum? Who are my learners? Why was there consistently limited cultural and linguistic diversity among the learners I worked with in teacher education? What ways of thinking and communicating are privileged in academia and education in general? Why so? Are there other ways of knowing or approaches to inquiry that are just as valuable? How will I honor differing perspectives in my courses?

With these questions I became very aware and mindful of the ways that power (economic, political, social, and historical) continues to shape realities in schools and how my decisions as an instructor either privilege or discount certain ways of knowing, ways of being, ways of speaking, and ways of learning, etc. This awareness is something that has ultimately become a key learning objective that I want teacher-learners in courses such as this one to also be hyper-aware of in their own practice with students and families. For myself, each year I try to regroup and re-center these key considerations for

each one of my courses. Drawing from the latest research in the field of study as well as drawing from the students' shifting needs and interests, I try to modify my practice ongoingly. In the following sections I describe my teaching methods in this course, the activities I ask my students to engage in and what I expect them to get from those activities, what materials I use and why I think they are useful. I then try to articulate how I see these various aspects of my curriculum and instruction connect to the broader curriculum of teacher education. Within each of these sections I highlight ways that I am modifying the course based on my learning from the PRT process.

Methods

Initial Design

Over the years, my methods of teaching this course have shifted a great deal. With concerted effort, I have structured the course so that students explore core concepts from a variety of vantage points and through various mediums with the expressed goal of facilitating their arrival at key understandings inductively. The course is designed as a seminar where I rely on student small and large group discussions in various formats. It is broken down into units or topical areas that we will explore for 2-3 weeks each. I introduce a new unit or concept with provocative open-ended questions or prompts to get students thinking about the concept we are about to dive into. I then often use short video clips, poignant quotes, music, images and/or statistics to set the stage for the concepts they will be reading/ thinking about within the unit. I use a lot of visuals and arts-based media in my presentations and they are usually quite short in order to get to the real work of the class – discussion and analysis of the materials. I ask a lot of questions of students that require them to draw on their own socialization as well as their own experiences and observations made of students in schools or families in communities.

Generally, for each class period, students are expected to read one or two chapters, articles, or and/or web sources as well as watch an associated video or two as homework and then come to class with notes ready to discuss. I often structure the class Socratically, allowing students to grapple with and take on contrasting perspectives. I use many instructional strategies in class, such as think-pair-shares, free-writes, ticket-outs, image captures, class polls, Kahoots, fishbowls, jigsaws and student “expert” panels to get students engaged and talking about the course content. Given that the majority of my students often come from white, female, middle-class, and suburban or rural agrarian backgrounds, I try to always push their thinking with the use of counter-narratives and personal accounts from my own life or the lives of the communities of color I live or work with across various contexts. These first-person or personal accounts make the content and complex topics (that might otherwise seem far removed from students' realities) much more real, immediate, and relevant.

New Design

In this new online format, I have been challenged to implement new models of engagement. With online learning, I can no longer rely on the “peer pressure” of the immediate social context to motivate students to engage in and share their meaning making with me and/or their peers within a physical space. My relational pedagogies, “charisma”, and rapport-building that I typically use to draw out shy students and create safe spaces for dialog where all students feel safe to share and discuss does not work the same way in an online environment where students are often working asynchronously. So, I have had to reorganize my approaches in significant ways. However, philosophically, I still feel strongly that trust and community building is essential for deep learning within a course like this one (dealing with issues of race, class, religion, language, sexual orientation, gender, etc.). I believe that for students to be willing and able to do the deep and critically reflective work I am asking them to do, they need to trust me and their peers to be thoughtful and supportive co-learners, despite potential differences. I also hold fast to the idea that *“students don’t care what you know, until they know that you care”*. Therefore, I committed the much of the first two weeks of our time to really develop relationships with them by creating opportunities for them to reflect on and share (with me and their peers) who they are, where their worldviews come from, and what matters to them.

Just before the semester started, I sent out a google survey asking for input from students about a potential face-to-face meeting. I asked questions about whether they would be willing/ interested in meeting in person 1-3 times during the semester, and then I asked, if yes, when (what days and times worked best) they would be able to meet. Based on student feedback, a large majority of the students wanted to meet face-to- face (14 of 19 initially enrolled) and were available on Sunday and Monday evenings. Therefore, at the beginning of the course, I set up three face-to-face sessions (that could be joined in person or via Zoom); one during our second week of classes, one five weeks into the semester for their large group project presentations, and one at the end of the semester for their final paper presentations.

These synchronous, face-to-face meetings, while not planned when they initially enrolled in the course, seem to be beneficial and much appreciated as they were able to really get to know their peers in the course and have a sense of who I am as a teacher and a co-learner with them. The first session was an orientation to curriculum, the syllabus, the schedule, office hours, Canvas, etc, as well as a sharing out of their *“Who Am I?”* and *“What’s My Why?”* slides (see *Appendix C: Detailed Course Schedule*). The second session was a presentation night, where students shared their group chapter presentations with the whole class and gave each other peer feedback on each presentation. The third face-to-face session was

cancelled due to covid-19 restrictions, but I feel that the intent of the face-to-face interactions (to build a trusted learning community) was achieved in the first two meetings, making the loss of the last session of less concern.

As for general methods of weekly instruction, I tried to modify and incorporate the most important elements from the face-to-face version but in new ways. While I still created an “anticipatory set” by setting the stage for each unit (with a proactive slide, video, stat, or visual image, I now had to provide a more “curated” approach to their engagement with ideas. One critical tool to for engagement this semester was Google Slides. I created Google Slide Decks for each week that were more than just traditional lecture slides. They are very visually stimulating with bold, big idea messages, connecting videos, and reflection questions tied to the readings and other course materials for the week. As students progressed through the slides, they were given the opportunity to respond directly to posed questions or to comment on the embedded video in different ways each week- sometimes within the slide deck and other times within discussion boards.

I also incorporated instruction via video this spring semester. I started using VidGrid and Zoom recordings for the first time to record short mini-lectures on core readings or walk-throughs of key assignment instructions to ensure students understand my expectations. I also structured voluntary Zoom class sessions and Zoom office hours. I found this to be highly useful, especially in response to the co-vid 19 pandemic. While this course was always intended to be online, the realities and uncertainties of the pandemic have profoundly impacted my students, in their other classes as well as in their personal and professional lives. Therefore, it was vital that I increased my check-ins with students and to make sure they were feeling supported and connected as best as possible.

While I include ongoing opportunities to give feedback on the course (such as “ticket-out” or “red light/green light” informal feedback assessments), the primary tool I used to assess the impact or value of my instructional methods was an open-ended written, final course reflection assignment (*see Appendix D: Personal Growth/Course Reflection*) that was due the week before their final paper was due.

Materials

Initial Design

In relation to curriculum and course materials, in my early years of teaching this course, I relied heavily on one or two required formal textbooks. At my previous institution, in collaboration with faculty and graduate students who taught it, we often worked from agreed upon texts in order to ensure some continuity across sections. This makes good sense and to some degree I still strive for continuity as I work

in collaboration with others. However, over the years, I moved away from more traditional interpretations of curriculum to instead incorporate a wide range of readings and curricular materials that include both historical and more formal accounts as well as more popular-society perspectives of issues related to current events.

Fortunately, since arriving at UNL in 2016, I have had the opportunity to work with amazing colleagues in the education foundations program (within which this course is a key offering). These professionals are open to innovative ideas and critical pedagogical approaches to teaching. This has allowed for more creativity in establishing overarching course goals and objectives, while also allowing for latitude in selection of specific materials.

As a result of ongoing and meaningful sharing and discussion with faculty in foundations, I have been able to use their ideas and share mine as we have co-developed similar but different versions of the course. In my course, I still use some select chapters from textbooks, such as Joel Spring's 2017 edition of *"Deculturalization and the Struggle for Equality"* and Sonia Nieto & Patty Bode's 2018 edition of *"Affirming Diversity"*. However, I found that for many students, textbooks are the least engaging and most dreaded form of reading. Therefore, I have tried to mix in a wide range of both research-based and practitioner-oriented articles as well as newspapers, blogs, poetry, narrative accounts, student and teacher journal entries, and non-fiction books. Much of the content students are asked to read is written from a critical, social justice perspective that often runs counter to the types of materials they are accustomed to reading. This often creates cognitive dissonance and leaves them with lingering questions that are often eager to unpack with their peers and me during class.

Furthermore, over the years, with the increased production and availability of digital media, I also have incrementally increased my use of visual images (photography and infographics), YouTube videos, documentary excerpts, music videos, and memes. I believe these varied materials keep students engaged and allow them to hear and see other perspectives and interpretations of course concepts in more artistic and aesthetic ways. By mixing it up and varying modalities of content delivery, students look forward to seeing what options they will have for accessing content each week. I believe my increased incorporation of current written and visual media exposes students to provocative and moving learning experiences that often translate key ideas more powerfully and effectively than reading long chapters out of quickly outdated textbooks ever could.

New Design

In the new online format, I still used a large majority of the same materials I did in the previous semester. However, I was very intentional to ask myself why I was choosing to keep or drop each curricular element (reading, video, blog, slideshow, etc.) and which learning objectives I hoped to meet with the use of each one. I also was much more intentional in my organization of the materials based on students' feedback from the prior semester and my own reflections.

As I mentioned, the ability to engage students directly with these sources and interpret students' reactions and their meaning and effectiveness was different in the online format. In face-to-face classes, I can control more deliberately when and in what order students are watching, listening or reading materials. And I can gauge the meaningfulness of the material and what aspects I need to further clarify based on students' reactions in real time. However, in online classes I have much less control over when or even IF students are watching, listening or reading what is assigned, or more importantly, what they are getting out of it as they work through it. Therefore, I took feedback from students related to the readings and videos I used in the course from the previous semester and made sure to integrate changes to this spring course accordingly. The impact of these materials and my instructional methods around them will be discussed more in the Analysis of Student Learning section.

In an effort to "curate" their experience with the materials and to formatively assess students' meaning making of the materials, as mentioned I created slide decks for each week that provide a series of sequenced videos, images, photos, diagrams, and key vocabulary from the readings that all relate to the week's core concepts. After each image or video or pair of videos, I provide a synthesis slide and then a question prompt within empty slides for them to work with (see *Appendix E: "A Girl Like Me" Slide Deck* (an example of photo/video activity I use in my curriculum)). Each student is invited to post images, comments, terms, links to additional resources, etc. Other times, I will ask students to post to the Discussion Board for that week where they reflect on the media and readings and how they are making connections across the material, and then reply to at least two of their peers' posts.

Activities & Assignments

Initial Design

Prior to the new online format, the majority of what I asked students to do as homework was based on required readings. Students had weekly assigned readings and then had to complete Read & Respond (R&R) assignments. In the early years of teaching this course, the R&Rs were mainly short, one-page reflection papers. Students would write a short summary or reflection on a few key ideas they got from the reading or how the topic related to their own experiences. They were often subjective and graded

mainly as credit/no credit. These papers tended to be monotonous – for me to grade, and for students to write. They also did not always stretch students’ thinking or push them to really analyze or apply their understandings in a meaningful way. I also had two or three larger assessments that often included a research paper at the mid-term and a traditional, summative exam at the end of the semester. These were adequate assessments. The paper gave them an opportunity to apply what they were learning from research texts as they formulated a position statement supported by evidence. The final allowed me to gauge students retention of core concepts over the course of the semester.

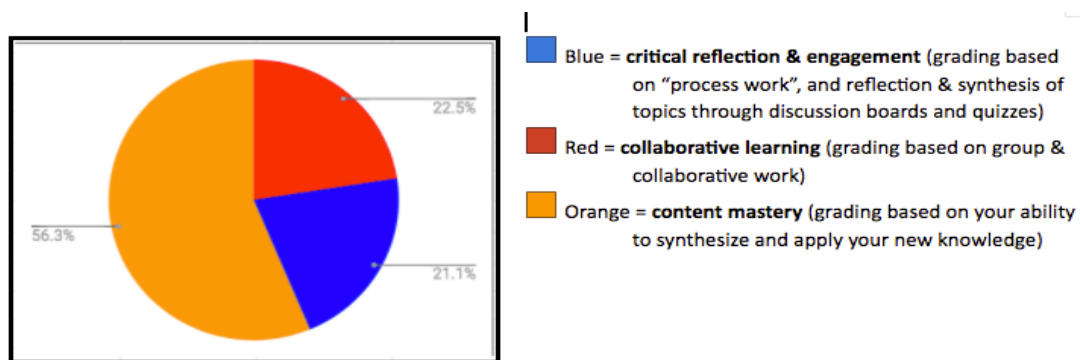
Over the years, as I learned more about learning theory, differentiated instructional strategies, and the power of arts-based education, I began to modify not only the types of assignments I used but also the modalities I asked students to utilize as they completed the assignments. For example, instead of asking for R&Rs to be one-page reflections, I changed it up each time. Students might be required to turn in a concept map, a video diary, a word web, two truths & a lie statements, a collage, discussion questions, an outline of the reading, an in-class quiz, or a drawn/painted representation. With this variety came the opportunity for students to showcase their various strengths and to stretch themselves in areas they felt less comfortable in. The main purpose of the R&Rs is to build in time to critically reflect on ideas from the readings and to consider how they might apply or incorporate these ideas into new or existing schemas. Students are given substantive written feedback on their R&Rs and I often pose additional questions for them to consider for the following week.

I have also incorporated opportunities for students to teach their peers in the course and to learn from outside community members. Through group presentations and website-roundtables (mini individual presentations) students are asked to be the expert on a particular topic, reading, or web source and share their knowledge in compelling ways with their classmates. This allows them to take ownership of their learning, investigate a concept deeply, and to develop their pedagogical skills as they teach a given lesson.

As their final assignment, students are often asked to conduct a qualitative, narrative interview study of a person who is starkly different from them (based on cultural, racial, religious, linguistic, or sexual orientation differences). In this assignment, students are given detailed guidelines for structuring and completing the interview and for organizing the required elements of the written paper, as well as an assessment rubric (*see Appendix F: Interview Project Rubric*) that outlines how they will be evaluated. This assignment tends to be the one that students feel the most uncertain and anxious about prior to conducting their interview, but it is also consistently the assignment that students say like the most and feel they gained the most from at the end of the semester.

New Design

In the online format, I had to modify some of the assessments and activities in order to accommodate the predominantly asynchronistic nature of the course. Given that students completed much their work on their own timelines, it was more difficult to build in opportunities for group engagement (see below Chart 1: Course Work Breakdown).



However, I did choose to keep the large chapter group presentation assignment, once I got confirmation that students were willing to come together for a face-to-face session in Week 4. I also found that at the graduate level, structuring the course in a weekly format tends to work best for busy professionals. As such, having students complete R&Rs after each reading (which is often what I did in my twice-a-week undergrad version) was too much and seemed like "busy work". Instead of weekly R&Rs, as mentioned earlier, I built in more informal opportunities for students to discuss and make sense of the weekly course materials with their peers. I did this by setting up prompts with the weekly slide decks or discussion boards on Canvas. These required but often non-graded forums, gave students the space not only to unpack readings and course materials, but also to share with each other additional resources, videos or memes that connected the topics being discussed. This weekly processing helped as they prepared to tackle the more formalized, graded Critical Reflection Papers (4 total). In these Critical Reflection Papers, students were asked to synthesize the big ideas across each unit and discuss how they might apply them to their current or future realities. These papers were posted within Canvas and evaluated based on the following rubric ([see Appendix G: Critical Reflection Paper Rubric](#)). In addition to the rubric score break down I also gave students substantive written feedback as well as editorial feedback within the paper (grammar, APA formatting, etc.).

I kept the mid-term assessment (an exam) relatively the same as I have in the previous two semesters; however, instead of administering it on paper, in person, I of course, administered it in an

online format via Canvas for the first time. I incorporated a range of question types in order to be inclusive of students' preferences (e.g. some students like essays and short answer questions, while others prefer multiple choice, matching, or true/false questions). This presented some unexpected challenges as the learning curve was steep for me in setting of the test questions. Despite being frustrating and time consuming, I learned a great deal about the Canvas platform options and I plan to continue to improve my use of online exam functions in the future. I found that an exam mid-semester serves as a great benchmark for determining students' understanding of key historical events and their enduring and underlying meanings (the first part of the semester is focused on the history of deculturalization of various populations in the Americas) as well as students ability to retain and apply these ideas in context of current realities.

As briefly described in the Methods section on page 6, students were asked at the end of the semester to reflect on their engagement and experiences within the course. This open-ended growth self-evaluation / course reflection assignment due at the end of the term. It is a credit/no credit assignment with no word minimum or maximum in order to increase the likelihood of their completion of the assignment as well as their honest responses. I asked them to respond to two sets of prompts; the first set of questions ask them to reflect on their own level of engagement, effort, and learning (which includes looking at their pre- and post-test data on the cultural competence self-assessment), and the second set of questions ask them to reflect on and give feedback on the readings, assignments and instructional approaches used in the course. This was their opportunity to tell me directly what worked and didn't work for them personally. It also encouraged them to take stock in their own roles and responsibilities as a learner and co-teacher over the course of the semester. This assignment served as an important data point (self-report data) for evaluating the impact of the course on student learning. I will discussion this assignment in more detail in the assessments/ data collection section of the portfolio.

MEMO 3: DOCUMENTATION & ANALYSIS OF STUDENT LEARNING

Perspectives on Assessment

As a learner and an educator, I have had a love-hate relationship with assessment. I see both the potential benefits as well as the potential damage that traditional assessments can have on student learning. As a teacher who teaches relatively larger classes, I also see how more traditional approaches such as multiple-choice tests can at times seem more useful and time efficient. However, philosophically, I struggle with seeing the value or dept of what these types of exams can tell me about student learning.

Also, as an educator who strives to foster intrinsic motivation for learning among her students, placing any emphasis on testing is problematic for me. However, knowing that students have been socialized within an education system that relies heavily on extrinsic motivation, I know students and parents continue to place great value on grades and traditional forms of assessment. As such, when we don't incorporate some of these traditional forms of assessment across our courses, we run the risk of students not taking the course seriously or viewing the subject, task or assignment as less important since it is "not for a grade". Therefore, I have tried to vary my approaches to assessment within this course. I try to utilize students' interests, aptitudes and intelligences into how they can demonstrate their learning.

For the purposes of this PRT portfolio, and given my goal of exploring the learning and engagement of students in this new online format, I have chosen to analyze and share data findings gleaned from three different types of assignments that include an element unique to the online version of this target course. They are:

- Online Peer Discussions (Canvas & Video Slide Deck Activities)
- Cultural Competence Self-Assessments (Pre-test/Post-tests)

Online Peer Discussions

As described, students were asked to do weekly "process work" as they moved through each unit. The primary format for this work in their new format as Canvas Discussion Boards or posts on the Google Slide Deck Activities. These spaces were intended to provide opportunities for peer interaction and dialog. While there was a minimum writing requirement (generally 2-3 paragraphs per post) there was a lot of freedom for what students chose to share. Students chose to share summaries, question prompts for their peers, graphics, illustrations, memes, video and blog links, etc. They often viewed these online spaces as a place for sharing resources outside of the formal content I provided them as well. Data indicates that providing these less formal spaces to discuss their ideas and interpretations of course content with peers challenged students' thinking in new ways and lead to ongoing conversation as well as deeper, more complex understanding.

High-Medium-Low-Pass Work

To illustrate student learning via this form of assessment (Peer Discussion venues) I have selected samples from students that demonstrated high-pass, medium-pass, and low-pass work on one representative peer discussion board on *Immigrant & Multilingual Learners*. In general, high pass work demonstrates students' ability to synthesize the key concepts from a particular unit (facts, theories,

processes, key terms, strategies, etc.), make connections to prior experiences, and apply these concepts to their current/future practice.

The following excerpts are from high-pass work:

- **Student D:** *I was an educator who viewed CLD students as having deficits, focusing on what they couldn't do instead of what they could. As I work with students, I need to provide opportunities for students to connect to their own unique background knowledge - linguistically and experientially. Ever since I learned about translanguaging, I have tried to change my approach in working with CLD students. Martinez's article introduced me to "Spanglish" and how code-switching and translanguaging seem to come together as students draw from what they know in a sophisticated way, which is a "normal" way to be bilingual. The analogy to changing a tire simplified the logical conclusion that insisting that CLD students should only use English to learn is ridiculous. You wouldn't want to change a tire with one hand tied behind your back, you would use both arms. Why do we insist on students utilizing one language when they have two (or more) to help.*
Herrera echoes this sentiment and stresses how a student's native language can help students learn. I appreciated the discussion of how we can build on the strengths of CLD students and allow them to access their linguistic repertoires by utilizing specific instructional strategies. Herrera's chapter on "Images as Catalysts for Predictions and Connections" illustrates how important visuals play in learning for CLD students. Moreover, Herrera suggests that sharing between peers can provide opportunities to confirm or disconfirm connections allowing students to refine their understanding of academic vocabulary and develop a sense of appropriate contextual use (Herrera, 2013).
- **Student E:** *One way I have thought of to encourage students to continue to use their native language is to discuss the differences between languages for certain terms. Obviously, in science, there are a lot of new terms that students may not know in their native language, but there are still many basic terms that they probably do. For example, in biology, if the unit is on human anatomy discuss the different names for the organs. See if you can find the common root words or are they completely different. This way all students are actually learning, you are not just singling out one student and the English learner will have a chance to be the expert.*
- **Student O:** *It was the article by Martinez though, that really resonated with me. I completely agree with his explanation of the deficit discourse and the connotation of "English learners" as negative. In my former building, we had two ELL teachers, both white females, working with the grade school students. Tammy, having grown up in California, could speak Spanish pretty well while Rita, who had always lived in a small town outside of Wichita, only had a few words in Spanish. To me, it was obvious from watching both teachers interact with students and listening to comments made about their students, that Tammy viewed*

the students' bilingualism as a positive while Rita viewed their L1 as something to overcome. There was no pull-out time during music, and therefore I would witness the ELL students excelling during the music making. It was a chance for them to not feel singled out in regards to their language skills. In fact, I would often ask them to help me teach pronunciation if we were learning a song in their L1. Martinez's explanation of code-switching as a normal way of bilingualism makes perfect sense (p. 517), and he advocates for the term multilingual. Like him, many of my students were learning to speak their classmate's languages.

I have regretted not becoming more proficient in another language because some of the people that I most admire are adept in multiple languages, not just two. Martinez points out early in his article that in the U.S. that bi/multilingualism is treated as a deviation from normal. Why does that mentality continue when in the rest of the world students are expected to become fluent in languages other than their L1?

Across these examples we see the students' critical reflection on their past practices and/or their personal experiences as raced, classed, and linguistic beings (evidence of learning objective #1). They are demonstrating how they are interpreting the theoretical perspectives introduced and making connections across the content of this unit (evidence of learning objective #3) as well as processing how they might apply the specific strategies or ideas to their own current/future practice (evidence of learning objective #8). Furthermore, their posts challenge their peers to think more deeply and to move beyond superficial interpretations of the content.

The following are examples of medium-pass work:

- **Student P:** *I think a lot of times teachers see that students have what some may consider a deficiency but, in actuality, it could be their greatest strength.... I think that students who are bilingual have so much they can teach to teachers and we should all be open to learning more. I for one wish I knew another language. While reading about the Secondary version of the Biography driven instruction, one thing that really stood out to me was that with the cognitive dimension we see how students use their life experiences to influence the way they see the world. This is important because no two students will learn and understand topics the same even if they are from the same ethnicity or religion. As a teacher it's important to take this into account when it comes to their assignments showing their understanding. Students are able to retain more if they are able to relate to or make connections with the lessons or texts given in classes. While they are learning new things helping them use the skills in a real-world sense will help to affirm that skill for later in life.*
- **Student B:** *While watching the videos of the stories of Helene and Angelica, the struggles they have been through in their lives really hit home for me. Watching and reading stories like them have allowed me to*

gain a new perspective on the struggles they've been through, and had me keep those in my mind for my future students.... Helene's story, even though I cannot relate directly, reminds me of a situation that occurred in my practicum classroom. A Vietnam immigrant was in class (the teacher and I were greeting others in the hallway who were arriving to class) and another student said to her "You probably don't have a dog because you'd just eat it." The immigrant student notified the teacher after class, and he took the situation very seriously. He made sure the student was okay, encouraged her to talk to her parents about the situation, wrote up a report, and had a private conversation with the offending student. After discussing why this comment was extremely offensive, and informing him that his parents would be contacted, he seemed to have a genuinely different tone to his attitude. Within the next few days (without prompt) he sent an email to the immigrant student apologizing and wanting to have a personal conversation about her culture, and to separate fact from hearsay. My co-op teacher and I were surprised at this change in heart, but I believe that if the teacher did not take the situation as seriously as he did, the outcome would have been much different. It left me with the lesson that we as teachers need to never assume that students know what is/is not offensive to different groups and work together to make sure that the school is a safe space for everyone, and all students feel welcomed.

Another resource I found extremely helpful was the teachers' guide for teaching what rights students and teachers have when it comes to ICE raids. The information helped me understand the anxieties of families going through this type of threat, and how students may struggle in school with that burden over their heads. I had no idea what I could and could not help with, and I saved this resource to my computer to review and hopefully help a student and their family one day.

My question for the group is: What do you think are some ways to increase language learning in the United States? How can you encourage students to utilize their native/second language within the schools, to make them feel like it is an asset as opposed to a liability?

These excerpts provide evidence that students have read some or all the assigned material as they are able to give general references to big ideas from the readings and/or videos. However, they tend to be less specific and a bit more surface-level. I can see that these students are still in the early stages of processing core knowledge and skills associated with working with immigrant and multilingual students, but they are making meaningful observations and are asking important questions.

The following are examples of low-pass work:

- **Student F:** *In "Angelica's Story," there is a little section about holding grudges and how transformative it was for her that the teachers who touched her life the most did not hold grudges. They knew she was human and just a kid yet and that she was going to make mistakes. When a new day arrived, she had a clean slate and her teachers weren't going to hold her past against her. This really hit home with me and*

gave me a good reminder that our students are just kids, kids trying to figure out who they are and what this world is all about. They are going to make many, many mistakes, just like we did when we were their age. Our students are counting on us in so many ways, we will never be able to fathom them all. The least we can do for them is forgive them and let them start anew each day. I grew up and teach in the same small sheltered rural Nebraska town where most kids don't even know what ICE is or what their purpose is. Most people in this town live their lives with very little threat to it. Reading about the raids and what kind of effect they can have on children is another eye-opening experience. To have to live everyday not knowing if you will get to see your parents when you go home is a reality most kids around here cannot even begin to imagine, and that includes myself too. I never had that kind of exposure and I never knew anyone who did either. So, reading about all this is news to me and gives me a much better perspective on the lives some of our immigrant children face on a daily basis.

- **Student I:** *Growing up in rural Nebraska, meant growing up in a mainly heterogeneous community. Everyone was the same color as me, everyone spoke the same language, everyone went to the same church, pretty much everything was the same. While Lincoln, Nebraska isn't the most diverse city, it's more diverse than my hometown. And it was moving here that I got my first experience of multiculturalism. Students of different races, cultures, ethnicities, religions, and sexes made up my classes and it was refreshing to learn from others that differed from me. Reading about the erasure of cultures, languages, religions, and other defining characteristics was absolutely heartbreaking. I was unaware of the destruction of groups' language through forced education. I am excited to continue learning about cultures that differ from mine beyond this class.*
My question to the group is: With so many different cultures that make up our population, how can we ensure that their traditions can be celebrated in schools?

In these excerpts we see a more superficial approach to this assignment as well as a lack of depth in interpreting the course material. Students demonstrate a vague grasp of some of the learning outcomes from the assigned materials but give little specificity in their examples and focus a great deal more on general descriptions of their past experiences. In Ryan's case, there is evidence that he likely read two of the three assigned readings and was trying to make sense for how these ideas might map onto his own life. However, neither student was able to speak with conviction or an informed stance, nor did they take ownership of key concepts or describe how they might apply ideas and strategies provided in this set of materials in their current or future teaching. While these two students were able to demonstrate growth over time, their responses in these two instances warranted a push from me. In my response to their post, I followed up with some recommendations for ways they might do deeper and some questions to spur further thinking.

Growth Perspective on the Data

While analyzing the data and coding for high-pass, medium-pass, and low-pass work is useful, I also wanted to look at how data from these peer discussion venues could be used as evidence in determining students' level of achievement of specific learning objectives. Participating on discussion boards provided students practice for increasing their skills in intercultural communication and for increasing their comfort level with talking across difference about challenging topics, which aligns with learning objective #8 of the course. These venues, and the freedom they provided, served as fertile ground to process some of the most difficult topics of the course. They allowed students to externally process the emotionally heavy reading and media content of curricular units later in the semester such as patriarchy, whiteness, intersectionality, gender & sexuality, and systemic racism. Many were willing and able to be honest about their own shortcomings, and to share the ways that the course was helping them grow as humans and as educators (evidence of learning objectives #1 and #4) (see page 4). As in the examples below from a discussion on racial biases we see a vulnerability that is often not openly demonstrated in face-to-face discussions:

- **Student B:** ... *Even when reading the extended title of "Dear White Teachers", I knew that this was going to be a visceral reading experience. When Betina specifically addressed White women teachers, and said "White teachers don't go into the profession wanting to hurt children of color, but they will hurt a child whose culture is viewed as an afterthought," it was a moment of clarity once again that children of color's voices NEED to be heard. Yes, we may have the best intentions walking into a class and saying the phrases "I love all children", etc., but Betina is very right. How can teach and make an impact to the best of our abilities if we are ignorant to their cultural struggles. ...*
- **Student L:** *How To Overcome Our Biases discusses how violence continues to happen throughout history and there needs to be a change. Verna Myers said, "We need to get out of denial." Everyone has biases, therefore it is important to acknowledge your biases. She asks questions such as, who are you afraid of, who do you feel comfortable with, and who do you trust? It was hard for me to answer these questions... What are my biases? People who are bigger than me can intimidate me. I believe the way people dress can change my perspective. For example, a person in a suit or dress polo may be less intimidating. I think people with loose clothes can have a weapon on them and they should not be trusted.... What are your biases? Are they different from mine? Myers' video reminds us of how it is important to not pretend we don't see color. We need to be aware that this affects us. Betina Love said, "the question is not: Do you love all children? The question is: Will you fight for justice for Black and Brown children?" (p. 2). This article again showed us that it is important to not be color-blind and that we should be conscious of our biases. We can't simply just*

love all children. Love (2019) later stated, “To love all children, we must struggle together to create the schools we are taught to believe are impossible: Schools built on justice, love, joy, and anti-racism” (p. 2). Richards, Brown, Ford (2006) stated, “Teachers have a responsibility to all their students to ensure that all have an equal opportunity to achieve to the best of their ability. If instruction reflects the cultural and linguistic practices and values of only one group of students, then the other students are denied an equal opportunity to learn” (p. 11).

This made me think back to my experiences of teaching. One thing that I have recognized this year is that there are a lot of students at my school who do not have background experiences in the curriculum passages. The students don’t know what they are reading about and this gives them a disadvantage. Therefore, a lot of students score very low on these tests. The curriculum itself does not give our students an equal opportunity to learn. As teachers, we have to be responsive. Because we have students who struggle with [limited] background experience, we chose to be responsive by having students listen to a short story on their Chromebook over the subject to “research” and to build this background knowledge before taking their tests later in the week. As a group, we have noticed that this has helped our students tremendously on their tests. I wonder if any other Title 1 schools have attempted to do this...

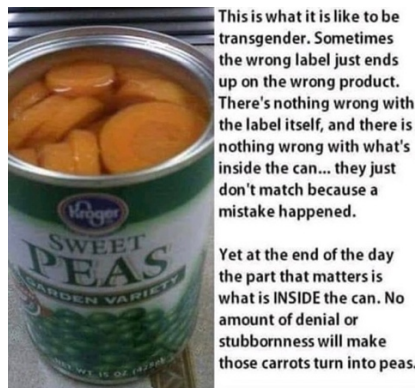
- **Student D:** I feel that this class has allowed me to reflect on my own race as well as the history and experiences of other diverse groups. These are two of several activities listed by Richards et al (2006) for becoming a culturally responsive teacher. As I do this, I'm becoming more aware and appreciative that difference is the "norm." In the discussion on instructional activities, I appreciated the attention given to challenging students to strive for excellence through meaningful and challenging curriculum (Richards et al, 2006). I feel that preconceived notions of student potential may be tied to race and assumptions made as to the potential or lack of potential they may have. We must identify students' individual strengths and weaknesses and focus on building on those strengths while addressing their needs. This is one of several culturally responsive teaching activities we can implement in order to make a difference and challenge the status quo.

Furthermore, within these venues, there is evidence that students were able to begin formulating a critical lens and an emerging social justice orientation. This directly aligns with my 5th and 7th course objective (see page 4). As seen in the following excerpts, students are developing a critical lens for interpreting how people’s perceptions of race, gender and sexuality shape their actions towards others as well as how dominate social and cultural narratives shape institutional structures and education opportunities for marginalized populations.

Here are four examples of this development:

- **Student H** (Racial Biases Discussion): *The two videos with Verna Myers and Ernestine Johnson discussed how racism is not always overt and systemic. Racism can also come in the form of micro-aggressions, such as when a person crosses the street when they see a black man, or when someone offers a back-handed compliment related to race to a black woman. I've seen micro-aggressions that have been videotaped and put on social media for awareness, most of them are middle aged white women calling the police on a harmless get together of black people, or not letting a black person into a building. These micro-aggressions do not stay 'micro' in most cases, they perpetuate racist stereotypes and lead to violence against black people and other people of color whether that be a lone white supremacist or a police officer, as many videos and deaths have shown as evidence. As educators, I think it's really important to know about the school-to-prison pipeline in order to combat the systemic violence against people of color. The YouTube video described the discrepancy between the school-to-prison pipeline between white students and black students, as well as children with mental health issues. It also shows how educators, in which mostly white people are in the field, value their students, and how they see the black or brown students in their classroom as disposable and do not value their time in the classroom.*
- **Student E** (LGBTQAI Discussion): *I think of all the topics we have covered so far, this one is the most difficult for people to grasp. With race and ethnicity, the differences are attributed to genetics. These traits are inherited from the parents and it is accepted that no one can choose the race or ethnicity they are born into. However, with LGBTQ+ people are still under the assumption that it is somehow a choice to be gay, lesbian, transgender, non-binary or anything other than a cisgender heterosexual. Since there is still a belief that sexuality or gender identity are choices people who don't fit the "norm" may try to hide who they are in order to not be bullied. A child who is dark skinned cannot hide that, but a child who does not fit the cisgender heteronormal can try to hide it. Unfortunately, kids are intuitive and they know when someone is not being truthful. I think that is part of why these children are picked on because they are different, but trying so hard not to be and their peers know it. The bullied children then hold the burden of being bullied AND not living their authentic lives. As educators it is so important that we support the LGBTQ+ students so they feel validated and know that they can live as they truly are.*
Of all of the readings and videos the "My name is Rhyland" blog post affected me the most, but in a very negative way. It made me very angry because it is completely misrepresenting the struggles of what transgender children go through. While I don't doubt that her story is authentic, she is not transgender. Wishing you are a boy because boys have more fun and you like boy things, and knowing you are a boy even though you have a vagina are two different things entirely. I am very glad for her that her parents let her be herself and did not force her to assume the traditional roles of a girl. However, had she truly been transgender and not just a little girl who did not fit into the traditional female box, that would not have been

enough. She is correct if her parents had forced her to transition then she would have been miserable, but parents of transgender children are not forcing them to be something they are not. Parents of transgender children are allowing them to live their authentic lives and those lives are full of struggle and hardship. No parent wants their child to face difficulties, but the biggest difficulty is not being allowed to live their lives as who they truly know they are. It is a simplified explanation of it but I like the metaphor below for transgender people.



- **Student F (Intersectionality Discussion):** ... *I also never thought about how young black girls are pushed out of school and/or made to believe they can't succeed "being an average black girl." I was left wondering how do we prepare teachers and schools to embrace young black girls rather than trying to change them to fit a particular mold? I might be playing a little bit of a devil's advocate here but are our undergraduate programs failing our preservice teachers? I can tell you with honest certainty that I was not prepared to teach in a diverse demographic. I had one multicultural education class. One! How is that supposed to get teachers prepared for the realities they are about to face? And yes, we have awesome, eye opening graduate courses like this one but how many teachers are taking these courses? I would venture to say less than half, maybe even only a quarter of them. It's frustrating to me. I am probably about to open a whole other can of worms here but undergraduate degrees are a waste of time with their lack of producing real-world relevance preparedness. Almost everything I am using in my teaching today was either learned from student teaching or from my current master's program. Maybe my thinking is too radical but that's where the change needs to start. Give the students (pre-service teachers) what they need. Get teachers better prepared before they hit the field.*
- **Student M (Racial Bias Discussion):** *For weeks, I have gone through my head and additional online readings to learn more about inspirational black men and women. Little did I know, that Verna Myers and Ernestine Morrison would deliver me incredibly powerful examples for class. The Myers video struck a chord with me because of the image she has been cast on young black men in this country. There is a J Cole song called*

"Neighbors" that brings this exact issue to mind, where neighbors have a certain impression of young black men, where to quote the song, "Only time they see us we be on the news in chains.

As far as the prison pipeline video, I have a much more personal connection with this. During high school, I hung out with a lot of the students that ended up getting in trouble a lot. As a result, multiple friends of mine ended up getting sent to Kearney (the juvenile detention center) during their time in high school. At least from the experiences I've seen with my graduating class, this process did not have promising results. Of the kids I knew who went there, only two pursued education past high school, and multiple others have been charged again in the criminal system in some way. (It should be noted, Kearney has suffered from a range of issues for years, a lot of it stemming from issues portrayed in the video. I will link an article about the center). This is also something that I continue to see in the school system as well. If a white student wears an objectionable shirt to school, they will likely be less severely punished than a black student for the same offense. This double standard is extremely problematic and coupled with the system of sending kids to detention centers, this is creating a dangerous situation for when these students become adults and are exposed to worse things as they age.

https://www.omaha.com/news/state_and_regional/lawmaker-calls-kearney-juvenile-center-a-powder-keg-after-assaults/article_0055c377-cfe8-581e-9b72-a942b3f97c06.html

In all the above examples, I can see how these students are positioning themselves more agentively over time. They are critically examining flawed institutional structures and damaging social narratives. Their discussions show how they are developing in their knowledge as critical social agents, as well as in their confidence as teachers and advocates for marginalized populations. As a result of seeing students' growth over time (in intercultural communication skills, critical reflection, and depth of analysis) I plan to continue to use a variety of open-ended peer discussion venues. I plan to continue to use them throughout my courses- even in my face-to-face courses. It was evident to me that by changing up the approach, the prompt, and the format for discussion and engagement, I was able to keep their attention and allow them freedom to share, connect ideas, and dialog in meaningful ways.

Cultural Competence Self-Assessments (Pre-test/Post-tests)

For the first time, as a result of recommendations from the PRT program, I implemented a pre-test/post-test assignment in this course. Choosing which assessment to use was a challenge. I reviewed a variety of assessments related to diversity, cultural awareness, racial identity development, and cultural responsiveness. However, given that many of the students in my class were not yet practicing teachers, and given that there is not a practicum component attached to my course, I was limited in my options. I also wanted to ensure that I assessed more than just students' awareness. I wanted to get at both

perceptions of knowledge and perceptions of skill in working across differences. The need for an action component was essential for my selection. I also wanted to make sure the assessment took a critical approach to understanding the complexities of the issues of race, class, religion, sexual orientation, language, etc. within society and that it took into account the historical and economic forces that shaped and continue to shape social realities.

As a result, I decided to use an instrument that was first developed by the Greater Vancouver Island Multicultural Society and then adapted by the Canadian Refugee Assistance Program with funding from Government of Canada and the Province of British Columbia for use by their *Responding to Intimate Partner Violence (RIPV)* program workers. I adapted it further by changing the references to Canadian and Canadian society to fit our U.S. context. It is called the [Cultural Competence Self-assessment Checklist](#) (see *Appendix H*). As is it is described in the instrument, it is a “self-assessment tool designed to explore individual cultural competence. Its purpose is to help [an individual] to consider [his/her/their] skills, knowledge, and awareness of self in interactions with others. Its goal is to assist [individuals] to recognize what [he/she/they] can do to become more effective in working and living in a diverse environment” (p.1).

The tool is broken into three categories: *Awareness, Knowledge, and Skills* and respondents are asked to rate themselves on a 1-4 scale: 1 being “Never”, 2 being “Sometimes/Occasionally”, 3 being “Fairly Often/Pretty well”, and 4 being “Always/Very Well”. Within the *Awareness* category, respondents are asked to rate themselves in response to general statements such as “I have a clear sense of my own ethnic, cultural and racial identity” and “I am aware of my discomfort when I encounter differences in race, color, religion, sexual orientation, language, and ethnicity,” as well as deeper, more critical statements such as, “I’m aware of the impact of the social context on the lives of culturally diverse population, and how power, privilege and social oppression influence their lives” (p. 2).

In the *Knowledge* category, respondents are asked to rate themselves in response to general statements such as “I recognize that cultures change over time and can vary from person to person, as does attachment to culture” and “I recognize that achieving cultural competence involves a commitment to learning over a life-time,” as well as deeper-level knowledge questions such as, “recognize that people have intersecting multiple identities drawn from race, sex, religion, ethnicity, etc. and the importance of each of these identities vary from person to person” (p. 3).

In the *Skills* category, respondents are asked to rate themselves in response to more inert statements such as “I am developing ways to interact respectfully and effectively with individuals and groups” as well as more complex skills and commitment-related statements such as, “I seek out people who challenge me to maintain and increase the cross-cultural skills I have” and “I work hard to understand

the perspectives of others and consult with my diverse colleagues about culturally respectful and appropriate courses of action” (p. 5).

As stated previously, I asked students to complete this self-assessment the first day of class prior to engaging with the course materials. I wanted to get a sense of where they thought we were, or their perceived “starting point” at the beginning of the semester. I then asked them all to complete the self-assessment again as a post-test on the last day of class, as their last assignment. I did this because I wanted them to have their final interview project behind them and have a moment to take stock of their new position and reflect on their experiences over the previous four months.

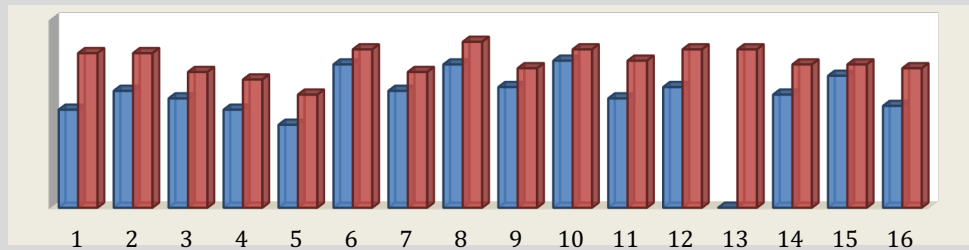
As you will see the data is incomplete for the Skills section. I believe that it is primarily due to the fact that there is essentially a page break in the instrument (due to the Knowledge section not fitting on a single page so it bleeds onto the next page) so unless you are paying close attention and are looking for another section, you item assume you are finished as of page 4 (see instrument for context). After the pre-test I noticed this issue and reminded students at the end of the term to complete all portions of the post-test. While, I believe the students took both the pre-test and the post-test seriously, given the traumatic upheaval that the co-vid 19 pandemic caused for all of us at the end of the semester, it was clear that students were under a great deal of stress. Therefore, after reflecting on this, I was not surprised when I got into the post-test data to find that several students (five in total) did not complete the last page of the assessment.

Table 2 (see Appendix I) provides the pre-test/post-test data for all students but two. Student M chose to provide a narrative summary of his results on the pre-test but submitted the completed assessment for the post-test. The second student, Student Q did not turn in a pre-test at all and chose to turn in a narrative reflection of his results on the post-test instead of the completed assessment.

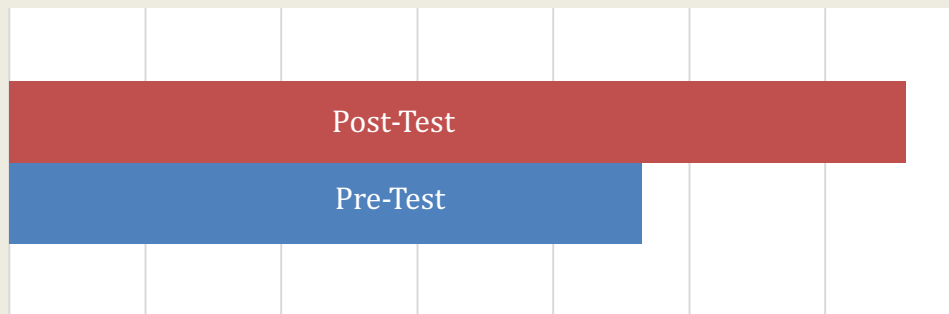
Awareness

In the Graphs (*see below*), I provide a breakdown of the data by the three categories, showing individual students’ self-perceptions of growth from the pre-test to the post-test as well as overall class growth for each of the three categories.

SELF-ASSESSMENT OF AWARENESS GROWTH (BY INDIVIDUAL STUDENT)



Self-Assessment of *Awareness* Growth as a Class



Overall, within the category of Awareness, students rated their growth (change) levels as low as 7.7% to as high as 57.7% for some. It is important to note that I was not necessarily concerned with students scoring high among the total 44 possible points, I was most interested in how they were perceiving their growth or change over time. The mean rate of change among the group was 25.67%, and the median was 26.67%, with a standard deviation of 13.59%.

It is also important to note that in their final course reflection, students were asked to analyze their own pre-post data and discuss their interpretations of the results. For many, they spoke about how they realized after completing the course and reviewing their self-assessments, they rated themselves too high on the initial pre-test. Essentially, they did not know what they didn't know at the beginning of the course. For example, Student B said:

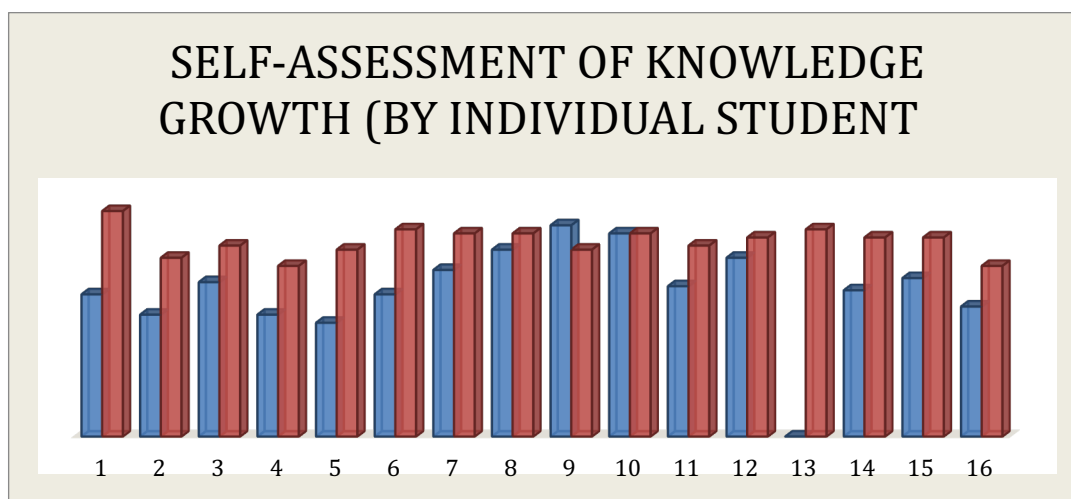
On the pre-test, I think that I scored myself higher on being aware of multiple avenues of self-identity. I thought I knew all there was to this subject, but I quickly learned that there are so many aspects of identity, and not just racially and religiously. I learned and grew the most during the first two weeks when we were

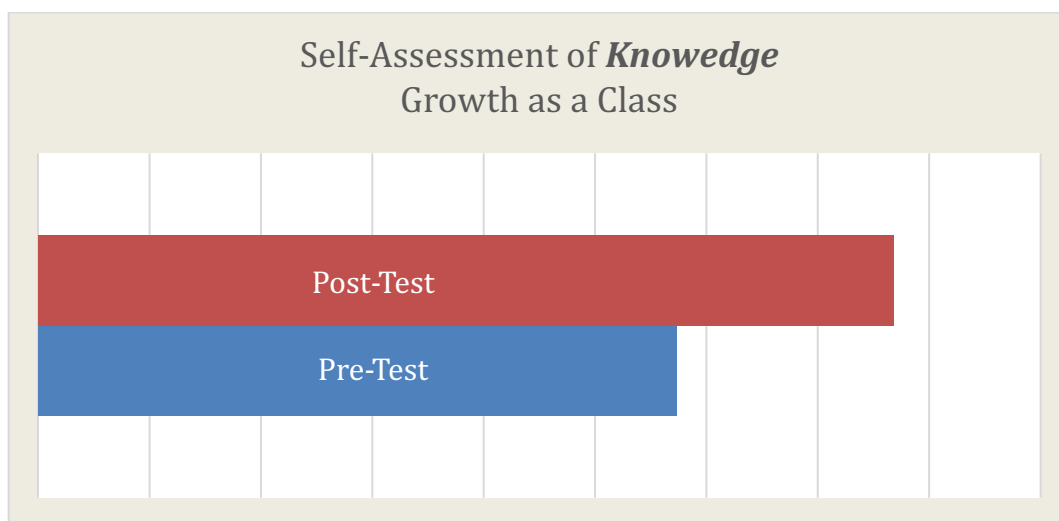
discussing equality vs. equity. I understood the basics of the definitions, but seeing the stories and videos of people really hit home why it's so important to know the cultural implications of these definitions.

These realizations were common among students across all three categories and demonstrated that while each student was in a different place in their journey toward cultural competence, they were arriving at similar moments of clarity regarding the value and complexity involved in becoming equity literate individuals.

Knowledge

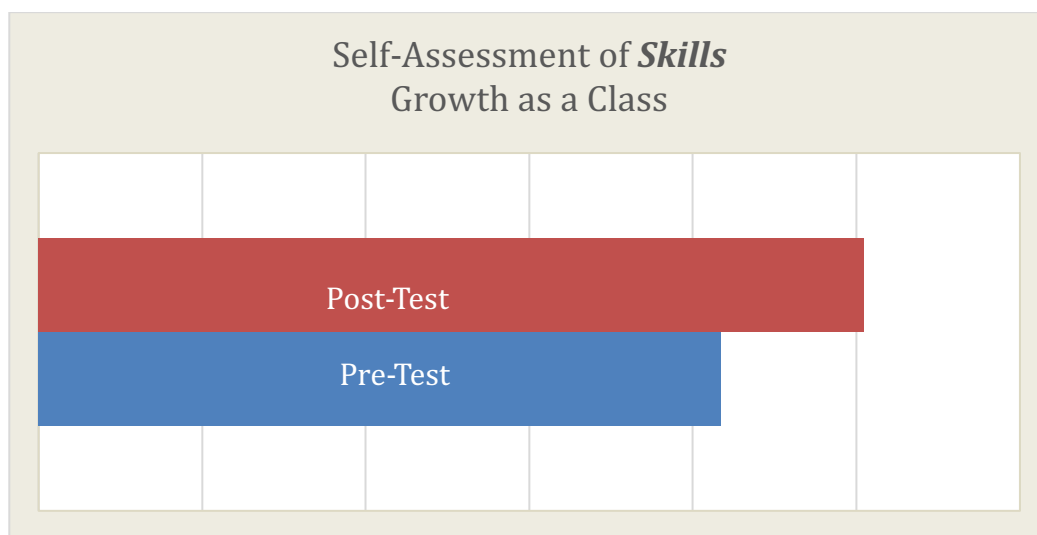
Students tended to see the greatest amount of growth in themselves in the knowledge category. For many, this course was a powerful and at times painful walk through history that they have never learned about. It impacted them in visceral ways as they processed the dark past of colonization and the generational trauma that they can still see in various marginalized communities. Of the total 56 possible points students rated themselves as low as 28 on the pre-test to 55.5 on the post-test. The mean rate of change among the group was 28.6% and the median was 27% with a standard deviation of 21%. I want to note that one student actually rated their knowledge competencies 11.5% lower, sharing in their reflection that this was a much more realistic score, given how much they have learned and still have to learn.





Skills

In regards to the Skills category, as I said, the data is incomplete. However, I was still able to graph the overall rate of change for those students who I had complete data. Of the total 52 possible points students rated themselves as low as 26 on the pre-test to 52 on the post-test. The mean rate of change among the group was 27.38% and the median was 23.81% with a standard deviation of 20.68%.



Like the Knowledge category, there was one student who rated their skills competency level almost 7% lower on the post-test. The student gave a similar rationale for why she did so (realizing she had rated their levels too high on the pre-test). Overall, in their final reflections, when mentioning this aspect of their cultural competence development, students often included aspirational statements for their future personal and professional practice. These were often coupled with references to their current

lack of opportunities to engage with others due to the pandemic. However, some students indicated that they were either finding ways to reach out virtually or were using opportunities within their close family and friend circles to practice the skills that they were learning.

SUMMARY: REFLECTION ON THE COURSE

General Reflections

As I reflect on my experiences planning for and teaching this course, as well as the experiences I created for my students this spring. I can both the positives or points of pride, as well as the miss opportunities and missteps I made along the way. It is evident that the passion I have for teacher preparation and social justice in education and the care I have invested in this particular course over the years has led to some innovative practices and powerful learning experiences for my students. I feel fortunate to have had the opportunity to participate in the PRT program because it has allowed me really to see the value of my investments as well as the impacts of my work. My experience this term in the PRT was so important and valuable because it also helped me to think more deeply and design/ enact instruction with more clarity and precision.

When I was initially assigned to teach 861 online for the first time, I was distraught and very uncertain about how I would move forward. As I discussed in my small group sessions in the fall, I simply could not see how I was going to offer such a beloved and engaging course ONLINE with any kind of effectiveness. I felt limited and that the students would certainly be short changed. It was through my ongoing learning about how to better align objectives, to curriculum, to assessment that I began to see a path for me. In the PRT sessions, the leaders offered suggestions for how I might ask and answer important questions about student learning and that I should see my work in this online course as a “research site”, to better understand what the essential elements were within the face-to-face class and what and how I could translate or reimagine those elements within more flexible, virtual or more asynchronous contexts. These experiences reminded that I AM A GOOD TEACHER and that I have skills and creativity that could be used to design meaningful and varied learning experiences for students, despite us not being in physical proximity to each other.

Lessons Learned

In contrast, my experiences teaching this course this semester also brought to light blind spots and shortcomings in my own professional practices. It also caused me to reflect on my tendency to over-commit and how my struggle to “say no” leads to me disrespecting my current workload and the people who are already counting on me. Fortunately, the newness and gravity of planning and teaching this course led me to be being more hesitant to sign up for additional things this spring, which in the end was such a gift. In addition, this experience brought to light my lack of attention to detail sometimes and how I lean on my social/relational skills too much in my instruction. Essentially, this process required me be better prepared, more thoughtful and planful with my time, and it forced me to be better organized and to develop as a much more effective communicator in written formats. In hindsight, there are several things I would do differently.

In regard to course organization, I realized that I needed to check and make sure that every curricular element I am asking students to read, watch, create, or comment on for each unit is included in the associated weekly module. There were some weeks that I listed the links to videos or resources that I wanted students to watch or engage with on the detailed SCHEDULE, but I did not include them in the modules. For some students this was confusing, and either led to them missing those items or losing track of them after they watched them (requiring them to email me asking for the link again because they couldn’t find it on Canvas).

In relation to assignments, as I mentioned earlier in the portfolio, I learned a lot about designing and administering exams within Canvas. If not for this PRT program and this online course, I likely would have never used this function in Canvas. It took a lot of trial and error and many hours of frustration to learn how to set up the various question formats I wanted, but in the end, it was a highly effective tool that I will continue to use in the future in various ways.

In relation to pacing, one lesson I got from teaching this course is that I need to build in more time for students to work with the LGBTQAI unit. As I am still learning the culture of Nebraska and the student populations I work with, it is becoming increasingly evident that many of my students may lack experiences thinking about, learning out, or talking about these forms of diversity. The large majority were raised in households where gender identity, gender expression, and sexual orientation were NOT talked about, or in some cases still seen as taboo. Yet, as the students in this course demonstrated, they are hungry to learn more and to have opportunities to talk through current issues they see in the media or are dealing with/have dealt with in their classrooms. As a result of observing and reflecting on this, I plan to build in an additional session for this unit to ensure that students have the time they need to make

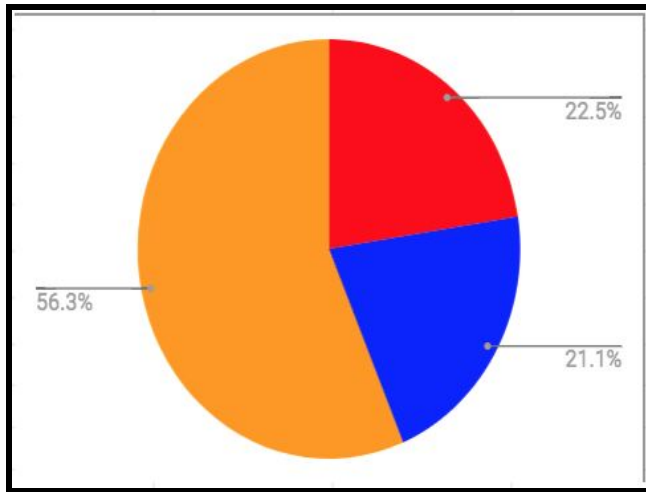
sense of the curriculum I am sharing and to reflect on how their own socialization is shaping their perceptions and actions as educators.

Future Teaching

In bringing this portfolio to a close, I want to talk briefly about how this spring experience has had immediate impact on my teaching. At just short of half-way through the spring semester, my department and the coordinator for my foundations program reached out asking me about my interests in teaching some courses this summer as well as whether I would be willing to teach the 861 online again in the fall. To their surprise and mine, I was amenable to the idea and happy to agree to take on both the fall course online as well as the summer courses knowing they would likely end up being offered online. While I knew it would be a lot of work, I was excited to think about how I might incorporate the things I learned in the spring immediately into my course offerings this summer. It was so striking to me how much lower my anxiety levels were going into my summer courses, despite the online format. This gave me pause to reflect on my prior misconception that it was impossible to make the 861 course meaningful in an online format. While my current summer session of 861 is fast and furious, and I long for the day when I can again work with students face-to-face, I believe the feedback I got from students on the innovations and changes I made to the class as well as the ideas I gained from the PRT program more formally, have made for meaningful improvements and engaging course experiences thus far for my current students.

Finally, one strategy that I did not have a chance to try in my spring course is the “Keep/Start/Stop” strategy. I have used similar mechanisms in the past to get formative feedback from students, such as “Red Light/Green” and “Ticket Out” activities. These are so helpful in encouraging students to tell you what they are feeling confident in (or key ideas they have learned) and what they are feel anxious or confused about from a given lesson. However, what I like about the “Keep/Start/Stop” activity is that it is directly aimed at *my* instruction. More specifically, it can be a powerful mechanism for direct feedback about things that are likely within my control to change. Therefore, I have planned to incorporate this strategy into both my summer and fall courses.

Syllabus TEAC 861: Teaching in a Pluralistic Society



- Blue = **critical reflection & engagement** (grading based on “process work”, and reflection & synthesis of topics through discussion boards and quizzes)
- Red = **collaborative learning** (grading based on group & collaborative work)
- Orange = **content mastery** (grading based on your ability to synthesize and apply your new knowledge)

***This syllabus is a **live document** and stored in Google Drive. There may be changes made to this syllabus during the span of the semester. These changes will most likely be extensions for due dates. You will be responsible for checking on updates, which you will be informed of in a timely manner. You will also be informed of where to find those changes. Always check back in your [Canvas Course](#) for announcements on updates.

Course Description:

TEAC 861 (Canvas Course) This course examines the increasing cultural diversity of the United States and introduces critical multicultural education as a concept. Students examine their own awareness and attitudes toward diversity, cultural knowledge, multicultural instructional practices, and curricular resources along with diversity issues impacting K-12 schooling. This course models and reinforces effective teaching/learning strategies (as best as possible in an online format) while developing reflective and impactful teachers for diverse populations.

Course Objectives:

This course will also explore the meaning, necessity and benefits of multicultural education for diverse populations from all cultural backgrounds by:

1. Build self-awareness and interrogate the cultural and historical roots of their own identities.
2. Compare & contrast the historical and contemporary schooling experiences of marginalized, minoritized, and underrepresented groups.
3. Examine, from different theoretical perspectives, the nature of intergroup relations in U.S. society in order to shed light on the causes and complex dynamics of racism, sexism, classism, homophobia, and other systems of oppression and intergroup conflicts.
4. Cultivate multicultural competencies relevant to teaching in a diverse setting through critical reflection on course materials and class discussions.
5. Explore the ways in which social identities such as race/ethnicity, class, gender, religion, sexual orientation, and language influence learning, and determine how discrimination based on these factors translate specifically into school structures, policies, and practices that perpetuate inequality.
6. Develop their sense of responsibility to, and agency in advocating for social justice in social and educational contexts at both the individual and institutional levels.

7. Demonstrate an increased comfort in engaging in conversations about race-based topics, as well as an increased confidence in working with students/peers/families/communities that are different from them.
8. Identify instructional strategies and resources to implement critical multicultural education in today's diverse classrooms.

In addition, this course is designed to help students develop the ***Human Relations Training*** skills set forth by the Nebraska Department of Education. Specifically, these skills include:

- “an awareness and understanding of the values, lifestyles, contributions, and history of a pluralistic society;
- the ability to recognize and deal with dehumanizing biases, including but not limited to sexism, racism, prejudice, and discrimination, and an awareness of the impact such biases have on interpersonal relations;
- the ability to translate knowledge of human relations into attitudes, skills, and techniques which result in favorable experiences for students;
- the ability to recognize the ways in which dehumanizing biases may be reflected in instructional materials;
- respect for human dignity and individual rights;
- the ability to relate effectively to other individuals and groups in a pluralistic society other than the teacher's own.”

TEAC 861/330 also satisfies the ***ACE Learning Outcome #9***. Instructors will collect samples of student work to document how students are meeting the ACE 9 outcome.

ACE Requirement Statement:

“Exercise individual and social responsibilities through the study of ethical principles and reasoning, application of civic knowledge, interaction with diverse cultures, and engagement with global issues.

#9. Exhibit global awareness or knowledge of human diversity through analysis of an issue.

Textbooks:

- [**Affirming Diversity: The Sociopolitical Context of Multicultural Education**](#) (7th edition). Sonia Nieto & Patty Bode (2018).
 - (On Amazon, approx. \$33 to buy or \$18 to rent)
- [**Critical Mentoring: A Practical Guide**](#). Torie Weiston-Serdan (2017).
 - (On Amazon used, approx. \$20)
- **Deculturalization and the Struggle for Equality** (7th edition). Joel Spring (2013).
 - (YOU DO NOT NEED TO BUY THIS TEXT)
- You also will be required to access, download, and read additional articles, excerpts, and selected chapters during the semester that you will access from our Canvas course or online. See full list of potential options [HERE](#).

Instructional Methods:

Students will participate in a variety of teaching/learning strategies including virtual group discussions (via Zoom), self-reflection, cooperative learning, primary research, virtual presentations (from me and you!), media-based learning, and self-assessment to model effective strategies they can use in their own school classrooms. Given that it is primarily an ONLINE COURSE, your ability to utilize computer and web-based tools will be vital to your success in the course. We will depend on the video/media platform ZOOM a great deal. In all our interactions we will focus on Dialog NOT Debate ([Dialogue vs. Debate](#)). Also, we will keep in mind the [Ground Rules for Online Discussions](#), which I will briefly introduce in the first module of the course.

Course Organization:

The course content is organized around themes. This course will move **FAST** and we will dive in on the very first day of the semester! You can find a summary of course topics and all graded assignments and their due dates in the [Course Schedule](#).

Critical Reflection/Engagement

Create a Gmail account with an email address (if you don't already have one). Then add in your information on the [Class Roster](#) (including your google email address) (2 pts). Add a phone number if you like (optional). Providing and having access to the [Class Roster](#) information is a **privilege** and will only be used within the context of this course. It will assist us in communicating with each other efficiently.

In the first week of class you will be asked to complete a couple of tasks that are intended to **Build Our Learning Community** and help me better understand who you are as a person, a learner, and a professional. The first task is called a ["Who Am I? and What's My Why?"](#) activity (10 pts). This will include completing YOUR SLIDES on the [Class Slide Deck](#) to be shared with the class.

During Week 2, you will be asked to complete the [Cultural Quilt Template](#). This template asks questions that relate more specifically to your cultural, linguistic, and academic background (5 pts).

Reflection & Synthesis of Topics Papers: These assignments will provide vital "check points" of your growth. I need to see students' quality analysis of the readings as well as their ability to synthesize key points and draw connections to overarching course concepts. Reflection & Synthesis of Topics Papers will be scored according to a [RUBRIC](#) provided that focuses on synthesis of course content, analytical reflection, APA, and academic English conventions. All Reflection & Synthesis papers will be handed in via a drop box on Canvas. In order to earn credit for assignments, you must upload to Canvas by 11:59 on Saturday. Please make sure to proofread all written assignments before turning them in. Ask a friend or family member to review your written assignments for errors. NEVER give me a first draft. (48 pts (3 @ 16 pts each)). [Reflection Paper Rubric](#).

Collaborative Learning

You will learn from **Collaborative Engagement** in TWO ways this term.

First, you complete the **Deculturalization Book Chapter Group Presentation**. You will be assigned a chapter to become an expert on from the Deculturalization textbook. Then, you will be asked to work virtually with 2 classmates to discuss and determine key aspects from your assigned chapter that you want to "present" to your peers in a succinct and compelling way. More info about how this assignment will be completed will be given in the assignment details on Canvas. This assignment will be worth (20 pts). [Presentation Rubric](#).

Almost-Weekly Process Work (Shared Discussion Boards): This where you will share your ongoing documentation of ideas and key concepts gained from readings and class content. Discussion boards are intended to provide opportunities for peer interaction and dialog. Your posts can include summaries, question prompts for peer discussion, graphics, illustrations, concept maps, links, word webs, video diaries, etc., I want you to see this as a space to share resources as well. While there is a minimum writing requirement (generally 2-3 paragraphs is sufficient) there is a lot of freedom for what you choose to share on the boards. Discussing your ideas and interpretations of course content with your peers can challenge your thinking in new ways and can lead to deeper, more complex understanding. Furthermore, participating on discussion boards can also increase your skills in intercultural communication and increase your comfort level with talking across difference about topics that can be challenging. Therefore, your engagement and consistent participation will

constitute a large part of your grade in this course. This **almost-weekly** process work will serve as a vital resource for you in preparing for other course assessments (Mid-Term Exam, Reflection & Synthesis of Topics Papers and the Final Paper). However, it will also serve as supporting evidence of your learning. While I will not respond directly to you on each discussion board, I will make some specific and general comments on the boards. Be assured that I will personally read everything you post so I can gauge how ideas are coming together for you. Your peers will also read your posts and 1-3 people will respond to you each discussion. My evaluation of your commitment to keep up with the readings and process work will be assessed continuously throughout the semester, but specific points will be assigned as a whole at the end of the semester **(60pts)**.

Class Leadership/Active Engagement: You will have the opportunity to demonstrate your understanding of the course materials and to make a significant impact on the learning of your classmates throughout the semester. Both at mid-term and at the end of the term, you will be asked: 1) to assess your own leadership and engagement to date, and 2) to nominate a peer whose leadership and insights have pushed your thinking in class. (If you are nominated, you have the opportunity to earn up to 5 extra credit pts).

Content Mastery/ Synthesis

Each student will complete the **Midterm** exam over the readings to that point in the semester (mainly the Joel Spring text and the first chapters of the Nieto & Bode text). The exam will be mainly short essay but will also involve some matching, fill in the blank, and multiple choice. Completed Online. **(100 points)**.

Final Assessment will include TWO components: 1) a **Final Paper/Multicultural Interview Project** **(100 pts)**, and 2) a written **Self-Eval & Course Reflection** **(15 pts)**. Once you access the self-evaluation google doc, you should DOWNLOAD it as a separate document, complete it and upload it to the dropbox on Canvas.

Schedule and Grading details:

[TEAC 861 Schedule](#)

[Grading Scheme](#)

Students with Disabilities:

Students with disabilities are encouraged to contact me (the instructor or teaching assistant) for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide individualized accommodations to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 232 Canfield Administration, 472-3787 voice or TTY. <http://www.unl.edu/ssd/>

Academic Dishonesty:

Academic honesty is essential to the existence and integrity of an academic institution. The responsibility for maintaining that integrity is shared by all members of the academic community. To further serve this end, the University of Nebraska-Lincoln supports a Student Code of Conduct which addresses the issue of academic dishonesty.

Academic dishonesty will be dealt with according to the regulations prescribed by the University of Nebraska-Lincoln.

Academic Integrity: <http://www.unl.edu/gradstudies/current/integrity#plagiarism>

Academic Freedom:

Over the course of this semester, we may address a variety of controversial topics including matters of race, gender, culture, religion, morality, sexuality, and violence. You have a right to believe whatever you believe about such matters and are encouraged to express your views on all matters relevant to the course, even if others in the class may be offended or upset by those views. You also have a right to express disagreement with whatever views I or others in the class express. Finally, you have a right to decide whether or not to modify your views. Your grade in the class will be based on understanding and reasoning, not on your opinion. Individuals are expected to be cognizant of what a constructive educational experience is and to be respectful of those participating in a learning environment. Failure to do so can result in disciplinary action.

Diversity:

The University of Nebraska-Lincoln is committed to a pluralistic campus community through Affirmative Action and Equal Opportunity. We assure reasonable accommodation under the Americans with Disabilities Act. Students are expected to be respectful of one another, and instructors will not tolerate harassment (eg. sexual, racial, physical,...) of any kind. If you have a complaint, please bring it to my attention immediately. All complaints will be dealt with according to the regulations prescribed by the University of Nebraska-Lincoln.

Students with disabilities are encouraged to contact me for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) Office, 132 Canfield Administration, 472 3787 voice or TTY.

Peer Review of Teaching Framework
Mapping Objectives to Methods to Assessments

Learning Objectives Memo 1	Teaching Methods/Activities/ Course Activities Memo 2	Mechanism used to Evaluate Student Performance Memo 2
Build self-awareness by interrogating the cultural and historical roots of their own identities.	-Implicit Bias Activity -Elements of Culture Activity -Cultural Quilt Activity -Sensory & DiAngelo chapter -Whiteness readings -Patriarchy (hooks) reading	-Cultural Quilt Assignment -Looking Glass Self Reflection
Compare & Contrast the historical and contemporary schooling experiences of marginalized, minoritized, and underrepresented groups.	-Deculturalization textbook readings -Native/Indigenous Video Dashboard Activity -Civil Rights YouTube videos - <i>Precious Knowledge</i> documentary film -Tale of Two Schools YouTube video -Lecture of poverty and school funding	-Deculturalization Group Chapter Presentations -Read & Respond assignments -Mid-Term
Examine , from different theoretical perspectives, the nature of intergroup relations in U.S. society in order to shed light on the causes and complex dynamics of racism, sexism, classism, homophobia, and other systems of oppression and intergroup conflict.	-Readings & Videos on Hurricane Katrina & Ferguson Riots -Lecture/class discussion of intersectionality of race and poverty -LGBTQ+ Readings and Videos -Lecture/class discussion of intersectionality of religion and sexual orientation & gender identity	-Read & Respond assignments -Fishbowl Discussion -"Reading Panels"
Cultivate multicultural competencies relevant to teaching in a diverse setting through critical reflection on course materials and class discussions.	-Nieto & Bode text chapter readings -Lecture on Sociopolitical Contexts of Education - Reality Pedagogy TED Talk	-Read & Respond assignments -Whole class discussion of guided notes -Mid-Term
Explore the ways in which social identities such as race, class, religion, gender, ethnicity, sexual orientation, and language influence learning, and determine how these factors translate specifically into school structures, policies, and practices that can perpetuate inequality.	-Myth of the Culture of Poverty reading - "White Teachers in the Hood" reading - <i>Teacher's Guide to Working with Muslim Students</i> reading -Research Brief on <i>Immigrant and Refugee Children in the U.S.</i> reading -Theory to Practice Lectures/Discussions	-Fishbowl Discussion -Read & Respond assignments -Kahoot Activity on immigrant/ refugee children

<p><u>Develop</u> their sense of responsibility to, and agency in advocating for social justice in their educational contexts at both the individual and institutional levels.</p>	<ul style="list-style-type: none"> -Theory to Practice Lectures -Nieto & Bode text chapter readings 	<ul style="list-style-type: none"> -Read & Respond assignments -Final Paper/MC Interview Project
<p><u>Demonstrate</u> an increased comfort in engaging in conversations about race-based topics, as well as an increased confidence in working with students/peers/families/communities that are different from them.</p>	<ul style="list-style-type: none"> -Daily Process Work/ Questions: Small group "mix it up" discussions of readings - Individual interview with someone who is culturally different (for final project) 	<ul style="list-style-type: none"> -Class observations -Online Discussion Board -Final Paper/MC Interview Project
<p><u>Identify</u> instructional strategies and resources to implement MCE and social justice in today's diverse classrooms.</p>	<ul style="list-style-type: none"> - Modeling various instructional conversations and scaffolding for language learners throughout the course. -Demonstrate how to use Biography Cards, Vocab Squares, K.I.M. sheets, Guided Notes, Word webs, etc. 	<ul style="list-style-type: none"> - Final Course Reflection -Final Paper/MC Interview Project

TEAC 861 Teaching in a Pluralistic Society/Multicultural Education

Spring 2020 **Tentative** Schedule (*subject to change*)

NOTE: Voluntary Opportunity for Learning this Term!

RACIAL LITERACY ROUNDTABLES

The dates of the Racial Literacy Roundtables (each of them from 6-7pm) for Spring 2020 are:

- Jan 21st at Multicultural Center R212
- Feb 18th at Multicultural Center R212
- Mar 10th at Brace Laboratory R105
- Apr 14th at Willa Cather Center Red Cloud A

Week	Date:	Topics/Readings:
1	Week of Jan. 12	Why Do We Need to Develop Equity Literacy? Introductions & Review Course Syllabus (structure of Assignments, Overview of Canvas, Googles Docs, UNL online systems <i>Factors of Culture Activity & Iceberg Model</i> <i>How to do a "critical read"</i> *ASSIGNMENTS: 1.) READ: Syllabus 2.) READ: <i>Sensoy & DiAngelo chapter</i> (Canvas) 3.) READ: <i>Pang Article</i> (Canvas) 4.) READ: Equity Literacy for Educators: Definition & Abilities 5.) COMPLETE: Class Roster 6.) COMPLETE: Cultural Competence Self Assessment Survey (Canvas)

2	Week of Jan. 19	<p>What is Culture and Why Does it Matter?</p> <p>Discuss both the Pang Article and the Sensoy & DiAngelo chapter PowerPoint: Physical Appearance Categorization Activity</p> <p>Historical, Political, and Economic Contexts for Deculturalization & the Struggle for Equality in the U.S.</p> <p>Introduce Spring Text – (organize chapter groups) PowerPoint: Native American Videos Slide Deck</p> <p>*ASSIGNMENTS:</p> <ol style="list-style-type: none"> 1. READ: Joel Spring's Deculturalization Text, Ch. 1 & 2 2. WATCH: Suppression of Native Identity- Boarding Schools 3. "Our Spirits Don't Speak English": Indian Boarding School 4. WATCH: Standing Rock- Sacred Water, Sacred Land 5. POST: Complete Discussion Board Post by Friday at 11:59pm. 6. READ: Go back and <u>read</u> others' posts later in the week. This first time, you are not <u>required</u> to respond to peers' posts, but you can. 7. COMPLETE: Cultural Quilt Template (Canvas)
3	Week of Jan. 26	<p>Historical, Political, and Economic Contexts for Deculturalization & the Struggle for Equality in the U.S.</p> <p>PowerPoint: Watch Select Videos Slide Deck (slide #60 and #61)</p> <p>*ASSIGNMENTS:</p> <ol style="list-style-type: none"> 1. COMPLETE: Equity & Diversity Survey (Canvas). Then go back and review the KEY- but only AFTER you have complete the quiz! ;-) 2. READ: Joel Spring's Deculturalization Text, Ch. 3-5 3. POST: Respond to the Discussion Board Prompt by Friday at 11:59pm. Support your points with connections to the readings. 4. POST: Go back and <u>read</u> all your peers' posts. <u>Respond</u> to at least TWO peers by Sunday @11:59pm. Make sure your responses are meaningful and respectful. It is okay to challenge each others' thinking, and explain how their points have expanded your thinking. Try to support your points with connections to the course materials. <u>Try to be inclusive</u>, and engage with peers who have not yet been responded to.
4	Week of Feb.2	<p>Historical, Political, and Economic Contexts for Deculturalization & the Struggle for Equality in the U.S.</p> <p>*ASSIGNMENTS:</p> <ol style="list-style-type: none"> 1. READ: Joel Spring's Deculturalization Text, Ch. 6 2. MEET: Connect with your "Presentation Group" via phone, facetime, in person, etc and develop your "CHAPTER HIGHLIGHTS" Slides that will be shared with your peers. This assignment is intended to connect you more closely with some of your peers and to give the class a chance to gain new insights and interpretations of the chapters.

		<p>3. * PRESENT: We will meet to present (in person or via Zoom) our chapters on Sunday, Feb. 9th.</p>
5	Week of Feb. 9	<p>CHAPTER PRESENTATIONS SUNDAY @6:15pm!</p> <p>SOCIO POLITICAL CONTEXTS of SCHOOL & TEACHER IDENTITIES</p> <p>*ASSIGNMENTS:</p> <ol style="list-style-type: none"> 1. READ: Nieto & Bode, Chapter 1 (Canvas) 2. WATCH: Robin DiAngelo's Racism is a System 3. WATCH: Tale of Two Schools Video 4. Start working on the First Reflection and Synthesis Paper. NO Message Board this week. Just read and start working on paper.
6	Week of Feb. 16	<p>CRITICAL RACE THEORY:</p> <p>IMPLICATIONS OF TEACHER and STUDENT IDENTITIES</p> <p>*ASSIGNMENTS:</p> <ol style="list-style-type: none"> 1. READ: Ladson-Billings, & Tate (1995) (Canvas) 2. WATCH: Chris Emdin's Reality Pedagogy 3. READ: Downs' Article "What 'white folks who teach in the hood' get wrong about education" 4. COMPLETE the First Reflection and Synthesis Paper. Include discussion of the materials read and watched through this week (Module 6). <p>Community Based Resources to Know About if you have Students Who's Families are Struggling:</p> <ul style="list-style-type: none"> • Center for Families in Need • Catholic Social Services
7	Week of Feb. 23	<p>CRITICAL RACE THEORY:</p> <p>IMPLICATIONS OF RACISM & DISCRIMINATION, WHITENESS IN EDUCATION</p> <p>*ASSIGNMENTS:</p> <ol style="list-style-type: none"> 1. WATCH: Verna Myers Video 2. READ: Yosso's <i>Who's Culture has Capital?</i> (Canvas) 3. READ: Bettina Love's Article "Dear White Teachers: You Can't Love Your Black Students If You Don't Know Them" 4. READ: Addressing Diversity in Schools (Canvas) optional 5. WATCH: Ernestine Johnson-Spoken Word 6. WATCH: School to Prison Pipeline 7. POST: Respond to the Discussion Board Prompt by Friday at 11:59pm. Support your points with connections to the readings. 8. POST: Go back and read others' posts. Respond to at least TWO peers by Sunday @11:59pm. Make sure your responses are meaningful and respectful. It is okay

		to challenge each others' thinking, and try to support your points with connections to the course materials. <u>Try to be inclusive</u> , and engage with peers who have not yet been responded to.
8	Week of Mar. 1	<p>MIDTERM EXAM:</p> <p><i>Posted Wednesday and DUE by Sunday night at 11:59 pm. It includes the Spring textbook (about 50% of the exam) as well as other topics covered prior to March 1st).</i></p> <p>**Assignment to Complete this Week:</p> <ol style="list-style-type: none"> 1. READ: bell hooks, <i>Understanding Patriarchy</i> article (on Canvas) 2. Complete the Patriarchy Slide Deck Activity (WATCH videos and SHARE your reactions ON the slides for others to see.) <p>NOTE: You don't need to do a Canvas post because you are writing your thoughts on the videos and the reading within the slide deck.</p>

9	Week of Mar. 8	<p>Understanding Patriarchy, Gender & Intersectionality</p> <p>*ASSIGNMENTS:</p> <ol style="list-style-type: none"> 1. Complete the <i>Girl Like Me-- DASHBOARD</i> ACTIVITY <ul style="list-style-type: none"> o Follow the instructions on the slide - Post some images o Look through the images that other students have posted o Then Reflect on the Questions posted on the following slide o Watch the various short videos and take notes to include in your Message Board Post 2. POST: Share your thoughts on the videos by Saturday at 11:59pm. Support your points with connections to the readings. <u>You are not required to come back and respond to others this week, but you are welcome to!</u>
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10	Week of Mar. 15	<p>Sexual Orientation, Sexuality, and Gender Identity</p> <p>*ASSIGNMENTS:</p> <ol style="list-style-type: none"> 1. COMPLETE: LGBTQA Slide Deck Activity (watch videos review slides) 2. READ: the Gay Athlete (<i>Sports Illustrated</i> article) 3. READ: My Name is Ryland (blog) 4. READ: <i>Violence and Victimization</i> article (on Canvas) 5. POST: Share your thoughts on the Discussion Board by Friday at 11:59pm. Support your points with connections to the readings. 6. POST: Go back and <u>read</u> others' posts. <u>Respond</u> to at least TWO peers by Sunday @11:59pm. Make sure your responses are meaningful and respectful. It is okay to challenge each other's thinking, and try to support your points with connections to the course materials. <u>Try to be inclusive</u>, and engage with peers who have not yet been responded to.
11	Mar. 23	<p>SPRING BREAK!</p> <ol style="list-style-type: none"> 1. READ: Begin reading <i>Critical Mentoring</i> book by Torie Weiston-Serdan 2. FIND: Seek out someone who is culturally, ethnically, religiously, or sexual orientation DIFFERENT from you to INTERVIEW for the FINAL PAPER! If needed (if you have not other option) you may conduct your interview via video conference (FaceTime or Zoom). Phone conversations and email communications are not sufficient.
12	Mar. 30	<p>INTERSECTIONALITY – Race, Sexual Orientation, Sexuality, and Gender Identity</p> <p>*ASSIGNMENTS:</p> <ol style="list-style-type: none"> 1. READ: Finish Reading <i>Critical Mentoring</i> book 2. COMPLETE: Reflection Paper #2 (Due April 4th) 3. Email Dr. Morales the NAME of your interviewee!

13	Apr. 6	<p>Religious Diversity & Religion in the Context of Schools</p> <p>*ASSIGNMENTS:</p> <ol style="list-style-type: none"> 1. READ: "What is the Truth about American Muslims" (on Canvas) 2. READ: "Teacher's Guide to Working with Muslim Students" 3. WATCH: Jewish Students, Anti-Semitism- Video 4. WATCH: Muslim on the Airplane 5. REVIEW: Review the Slides on Religious Diversity. 6. CREATE: your own slide. Just add a slide at the bottom of the Religious Diversity slide deck. Make a slide with WORDS and IMAGES that capture the <u>big themes you gained from The readings and the slides</u>. Make sure you put your NAME on your slide somewhere! DUE BY SATURDAY. 7. 8. (Optional) <ul style="list-style-type: none"> o Watch Video: What does the Quran Say About the Hijab? o READ: PBS Frontline Key Facts, Muslim Daily Life o READ: Swastikas Painted on Lincoln Synagogue o READ: Combatting Discrimination Against Jewish Students <p>Schedule & Complete INTERVIEW!</p>
14	Apr. 13	<p>Immigrant Children and LINGUISTIC DIVERSITY</p> <p>ASSIGNMENTS:</p> <ol style="list-style-type: none"> 1. REVIEW and COMPLETE: Slide Deck Activity 2. READ: Angelica's Story 3. WATCH: A Walk in My Shoes Documentary (Angelica's Story & Helene's Story) 4. READ: Immigrant & Refugee Children (You will complete a Kahoot Activity over this reading next week) 5. DO: Start Work on your Final Paper! 6. (Optional): READ portions of Nieto & Bode Ch. 6 (on Canvas) Review slides HERE
15	Apr. 20	<p>Immigrant Children and LINGUISTIC DIVERSITY</p> <p>*ASSIGNMENTS:</p> <ol style="list-style-type: none"> 1. COMPLETE: KAHOOT! Activity (Informal quiz on the Immigrant Children Reading- link also in the Slide Deck from last week). 2. READ: Herrera, et. al reading – (Biography Driven Instruction) (in canvas folder- you can choose the Elementary or the Secondary version) 3. READ: Martinez Article "Beyond the English Learner Label" (in Canvas folder) 4. Complete Reflection #3 - ** Changed to online discussion ** POST: your key take-aways on BOTH units to the two Discussion Boards by Friday at 11:59pm. Support your points with connections to the readings. 5. POST: Go back and <u>read</u> others' posts and questions. <u>Respond</u> to at least <u>TWO</u> peers by Sunday @11:59pm. 6. DO: Keep working on your Final Paper!

16	Apr. 27	<p>Teachers As Advocates and Change Agents</p> <p>*ASSIGNMENTS:</p> <ol style="list-style-type: none"> 1. READ: EdChange Handouts (on Canvas) 2. TAKE: Cultural Competence Survey (post-test) 3. COMPLETE: Personal Growth Reflection Assignment 4. DO: Work on your Final Paper <p>Upload a FULL ROUGH DRAFT to Canvas by May 3rd for Peer Review.</p>
17	May 3	<p>PREPARATION FOR FINAL</p> <p>*ASSIGNMENTS:</p> <ol style="list-style-type: none"> 1. SHARE YOUR FEEDBACK for your peer by Monday at 12 mid-night so you both have the week to make changes and finalize your papers. <p>FINAL PAPERS DUE:</p> <p>Papers must be uploaded by Noon FRIDAY, May 8th</p>

Personal Growth/Course Reflection

Please Complete in Order:

1.) DOWNLOAD and complete the **Cultural Competence Self-Checklist**. It is the same survey you took at the beginning of the semester. Complete it again, (don't forget to complete the last page).

2.) THEN look back at the way you scored yourself the first time on the “pre-test” (that you took on the first day of class.)

Think about what have been your greatest areas of growth? Looking back, were there any questions that you think you should have rated yourself differently?.... (you will have a chance to write your responses to these questions in the written assignment below).

3.) COMPLETE this **Written Reflection** (below). You can **COPY and PASTE** the questions into your own word document to make it easier. This reflection is an opportunity for you to evaluate your learning and growth in this course and by describing how the content, assignments and online dialogues have contributed to your learning and critical thinking. Give specific examples when possible. Take into consideration your level of participation in course activities. Please remember to include the following TWO headings to help organize your ideas in response to each prompt. UPLOAD the final product AS A WORD DOCUMENT to the Canvas dropbox.

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## Self-Evaluation/Reflection

1. *What did you expect to learn from a course like this?*
2. *On the Cultural Competence Checklist “pre-test”, were there areas that you gave yourself a higher score that you feel you should have now that you have gained more knowledge and growth this semester? In which areas on the scale do you think you grew the most?*
3. *What specifically did you learn (knowledge, skills, ways of knowing and working)? Or what were your greatest take-aways from the course?*

4. *What changes (if any) happened in your attitude towards or perspective toward your own identity and the wide range of identities of diverse students and families?*
5. *Has your confidence in understanding and working with diverse students/families increased? In what ways?*
6. *What were the most difficult topics to read about and discuss in this course? How did you work through your discomfort? What strategies did you use to help you build up courage to engage or overcome your discomfort and learn from the experience?*

### **Resources and Assignments**

1. *What were your favorite resources/ readings/videos and why? Which did you find the most valuable, effective, and why?*
2. *What was/were your favorite assignment(s) for the class and why?*
3. *What strategies or pedagogies did you see modeled with the course that were most helpful?*
4. *Given the new online format, what could I do better to support students' learning in this course?*

# A Girl Like Me

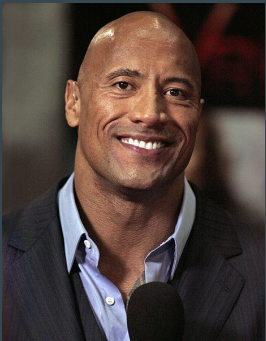
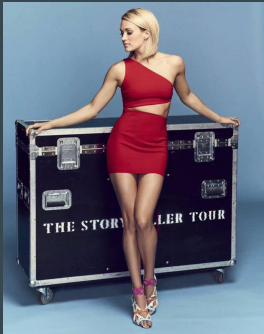
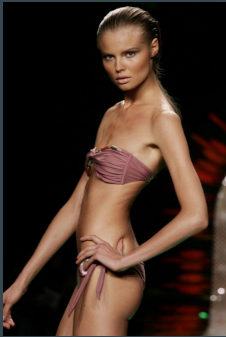
## *Slide Deck*

...

### Opening Activity

Find some photos of a couple celebrities or individuals who you think are beautiful, or who you believe fits American standards of beauty. Paste the images on one of the next slides.





# Unpacking the Collages- Questions to Ponder..

- What commonalities do you see?
- What generalizations could you make about how the people in society (and UNL students) think of beauty?
- How does seeing this collage make you feel?

Keep these people and these images in mind as you watch the next series of videos...



# A Girl Like Me

...

"I so ugly" Video

Girl Like Me Video



## Skin Bleaching Commercials



Snowz Secret

Teen Whitening  
Cream



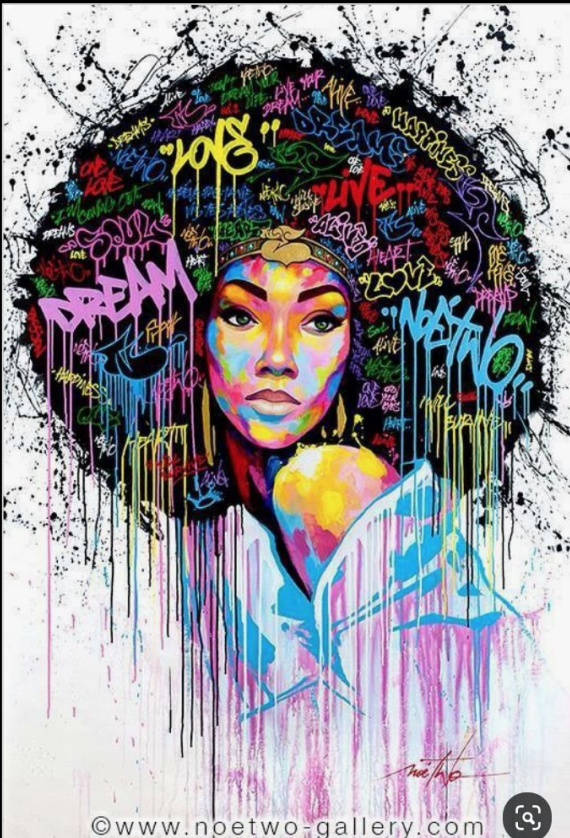
# What other messages does society give us about girls?

- How do “smart girls” behave?
- How do “moral girls” dress?
- How do “serious students” talk?
- How do “successful girls” relate to others?

Questions to **REFLECT ON** as you watch the next batch of videos.

## What messages does society give us about..

- How Black girls act, talk, relate, learn, dress?
- Can a Black girl be loud AND smart?
- Can she be opinionated AND successful?
- Can she dress different than her White peers and still be committed to being successful in school?
- How can we as White teachers look past the behaviors we don't understand to see the value and potential of Black girls?



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### Intersectionality

Intersectionality of identity occurs when individuals possess two or more social markers simultaneously (e.g. a female who is also black and/or living in poverty).

### Multi-dimensionality

Multi-dimensionality of identity occurs when individuals possess two or more individualities that function at the same time, informing one another in practice (e.g., teacher who is also a parent).



# DSM Student Body Messages - Photo Gallery

DSM Photos <http://rundsm.org/2014/01/>



Tytiaunna  
"I'm 210 lbs. and I'm still beautiful."



Shellvonne  
"A 4.0 isn't four shades lighter."

## Ernestine Johnson "Not Your Average Black Girl"



# Pushout: The Criminalization of Black Girls in School

## #LetHerLearn Video

Go to minute 2:08



## Black Girls and School Discipline

<http://www.edweek.org/ew/section/multimedia/black-girls-and-school-discipline-four-researchers-vid-eos.html>



# Final Reflection Questions

1

What stereotypes about black women exist in our culture?

2

What effect can these stereotypes have on young black girls at school?

3

Why do you think girls of color are often overlooked in discussions of racism in education?

4

What can educators and schools do to prevent black girls from being “pushed out”?

## Multicultural Interview & Report Assignment (100 points)

*To fail to understand another person's life story is, in general, to reject one's own humanity. Whether recorded in the extremity of personal or cultural annihilation, or in the midst of joy and productivity, the anthropological life history offers a positive moral opportunity to pass on stories that might otherwise never be told. For those who are bearers of a tradition, the opportunity to tell their story can be a gift; reassurance that they are indeed still alive, that their voices will be heard, and that their cultures can survive. It is a gift of equal importance for those generations to come who will take up that tradition and shape it to their own needs as the future unfolds. [1]*

From *Lives: An Anthropological Approach to Biography*  
by L. L. Langness and Gelya Frank

**Directions:** Interview ONE adult individual (over 19 yrs. old) who is culturally, ethnically and/or racially different from you. Select someone who is not familiar to you (meaning NOT a close friend or classmate). Please note: the interviewee can be someone whose sexual orientation is different from your own.

Explore what the person's culture, identity, and/or ethnicity means to her/him. Investigate the ways in which each navigates and negotiates cultural and racial encounters in everyday life. Explore familial cultural practices in the person's life. Explore the person's educational experiences, K-16. Draw conclusions about the responses made in relation to your future practice as an educator.

**Protocol:** When you establish initial contact with your interviewee, explain briefly the context of the assignment and why you have selected them as your participant. Set a time to conduct the interview in a quiet location convenient for him/her. I highly recommend recording the session to refer back to, if they are willing to give permission. Before the interview, assure him/her that you hope to learn from their experiences and that all knowledge shared is of value to you as an educator but will not be shared beyond the written course assignment. Explain that you will be asking a few open-ended questions to guide conversation, but that they are welcome to discuss any topics that they feel would be beneficial to you. Be sure to let them know that you will be taking field notes, just jotting down key ideas or points of interest from the interview. Do not overwhelm them with questions. Five to seven questions tailored to your personal learning goals are recommended. Potential questions should include, "Describe your schooling experience or what was life like as a non-majority student in school?" and as one of your final questions, "If you could go back in time and have me as your teacher, what is one thing you would like me to understand about you or do that would have helped you learn better?" Be sure to thank them for their time and willingness to share their experiences and ideas with you.

## Guidelines

### For Product:

The final paper should be typed, double-spaced, and approx. **eight to ten** pages in length **not including the cover page or appendices in this count**. On the cover page, include your name, course name, date, and instructor's name. In order to help organize your paper, **use headings** to clearly indicate each component/required section. Your paper should be written in narrative form, first person, "I." Please use APA format throughout the paper, especially when formatting your **reference page**.

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## Components/Section Headings for the Multicultural Interview Report

### Introduction & Process

Set the context for the interview and explain your feelings as you began this project. Then in narrative form, describe the following:

- A. What did you do?
- B. When did you conduct the interview? Give date(s) and time of day.
- C. Where did the activity take place?
- D. Characteristics of the interviewee -demographics (for example: gender, ethnicity, religion, sexual orientation, age, single/ partnered, etc.).

### The Interview Narrative

- A. Give a detailed narrative of key ideas/ thoughts shared by the interviewee. **Include direct quotes from your interviewee.**

### Application of Learning

- A. After your participation in the multicultural interview activity, reflect on what you learned about yourself in this process.
- B. Discuss how the activity connects to specific topics discussed in this course. **Reference at least FOUR readings, or media sources (videos, blogs) from the curriculum.** In some cases you can use outside sources to support your points.
- C. Try to articulate **how** the interview experience might have increased your understanding of why it is important for you to teach from a race conscious, culturally competent, critically conscious stance in your future classroom.
- D. Provide at least **TWO specific ideas** about how you might use what you learned in your teaching practice.

### Other

- A. **Methodology** (well written, headings, proofread, correct format)
- B. **References** (list of sources used, in APA format)
- C. **Interview Questions** w/ Field Notes

### Multicultural Interview Activity Evaluation Form

Name: \_\_\_\_\_ Class Section: \_\_\_\_\_

#### Introduction & Process \_\_\_\_\_/10 points

- \_\_\_ Identify WHAT, WHERE, WHEN (5 pts)
- \_\_\_ Describe the ethnicity, characteristics, and culture of the person (5 pts)

#### The Interview \_\_\_\_\_/30 points

- \_\_\_ Provide a narrative description of key ideas shared by the interviewee; include participant quotes (30 pts)

#### Application of Learning \_\_\_\_\_/50 points

- \_\_\_ Discuss how the activity connects to specific things you learned in class. **Reference and cite FOUR of our readings or class media sources.** If needed you can incorporate outside readings. (30 pts)
- \_\_\_ Try to articulate how the interview experience might have increased your understanding of why it is important for you to teach from a race conscious, culturally competent, critically conscious stance in your future classroom (10 pts)
- \_\_\_ Provide and explain at least **TWO** specific ideas about how you might use what you learned from the interview to better support and advocate for your students in a diverse classroom (10 pts)

#### Other

- \_\_\_ **Methodology:** typed; well written (5 pts) \_\_\_\_\_/10 points
- \_\_\_ List of interview questions and field notes, **required** (3 pts)
- \_\_\_ Reference list of background readings, **required** (2 pts)

#### Total Points \_\_\_\_\_/100 points

#### Final Grade \_\_\_\_\_

#### Additional Comments



## TEAC 861: Rubric for Reflection Papers

Name \_\_\_\_\_ TOTAL = \_\_\_\_/ 16 pts.

| Criteria                               | Exceeds standards (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Meets standards (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Does not meet standards (0)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Format</b><br>(2X)                  | <p>-Paper is approx. <u>1,000 words in length</u>, turned in on time, double-spaced, size 12 font, <u>APA citation format</u> (and references) and has the look of a collegiate paper.</p> <p>-Paper is <u>well-organized</u> with clear introduction, body and conclusion.</p>                                                                                                                                                                                                                                                                                                        | <p>-Paper is turned in on time but does not meet some of the format requirements but student made an attempt to address APA format conventions.</p> <p>-Paper is satisfactorily organized with an introduction, body and conclusion.</p>                                                                                                                                                                                                                                                                                               | <p>-Paper does not meet most of the format requirements and is not turned in on time.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Content</b><br>(4X)                 | <p>-There is clear that the student has read the <u>material</u> and has given thought to its meaning.</p> <p>-The paper is an original work.</p> <p>-There is a <u>clear understanding</u> of relevant <u>terms and concepts</u>.</p> <p>-Paper demonstrates student's ability to conduct <u>deep analysis</u> of a thematic group of materials and to draw connections across the material.</p> <p>-The student incorporates the <u>minimum</u> number of required readings/ resources from the curriculum, and makes connections to readings/ resources from outside the class.</p> | <p>-It is not clear that the student has read the <u>material</u> or has given thought to its meaning.</p> <p>-The paper is an original work.</p> <p>-Student made an effort to demonstrate <u>understanding</u> of relevant <u>terms and concepts</u>.</p> <p>-Paper demonstrates student's ability to conduct <u>some analysis</u> of a thematic group of materials and to draw connections across the material.</p> <p>-The student incorporates the <u>minimum</u> number of required readings/ resources from the curriculum.</p> | <p>-It is clear that the student has <u>not</u> read or thought about the required material.</p> <p>-The paper is <u>not</u> an original work.</p> <p>-Student made little effort to demonstrate <u>understanding</u> of relevant <u>terms and concepts</u>.</p> <p>-Student gives little effort to the <u>analysis</u> of a thematic group of materials and cannot draw connections across the material.</p> <p>-The student does not incorporate the <u>minimum</u> number of required readings/ resources from the curriculum.</p> |
| <b>Application of Concepts</b><br>(2X) | <p>-Student demonstrates a clear <u>application of concepts</u> to their own personal identity and lived experiences.</p> <p>- The student articulates how <u>content is directly informing their practice</u> or how course topics' are <u>relevant to their developing perspectives, research plans, teaching, or administrative practices beyond the course</u>.</p>                                                                                                                                                                                                                | <p>-Student demonstrates some application of concepts to their own personal identity and lived experiences.</p> <p>- The student draws some connections to their practice but application of course topics' seem superficial.</p> <p>-There seems to be little thought given to how topics might inform the student's developing perspectives, research plans, teaching, or administrative practices beyond the course.</p>                                                                                                            | <p>-Paper does not demonstrate an application of concepts.</p> <p>-The student does <u>not</u> draw connections to their practice, nor do they give thought to how topics might inform the their developing perspectives, research plans, teaching, or administrative practices beyond the course.</p>                                                                                                                                                                                                                                |

# Cultural Competence Self-assessment Checklist

Adapted from the [Greater Vancouver Island Multicultural Society](#) Cultural Competence Self-assessment Checklist. That checklist was created with funding from the Government of Canada and the Province of British Columbia.

This self-assessment tool is designed to explore individual cultural competence. Its purpose is to help you to consider your skills, knowledge, and awareness of yourself in your interactions with others. Its goal is to assist you to recognize what you can do to become more effective in working and living in a diverse environment.

The term 'culture' includes not only culture related to race, ethnicity and ancestry, but also the culture (e.g. beliefs, common experiences and ways of being in the world) shared by people with characteristics in common, such as people with disabilities, people who are Lesbian Bisexual, Gay and Transgender (LGBT), people who are deaf, members of faith and spiritual communities, people of various socio- economic classes, etc.) In this tool, we are focusing on race, ethnicity and ancestry. However, remember that much of the awareness, knowledge and skills which you have gained from past relationships with people who are different from you are transferable and can help you in your future relationships across difference.

Read each entry in the Awareness, Knowledge and Skills sections Place a check mark in the appropriate column which follows. At the end of each section add up the number of times you have checked that

column. Multiple the number of times you have checked "Never" by 1, "Sometimes/Occasionally" by 2, "Fairly Often/Pretty well" by 3 and "Always/Very Well" by 4. The more points you have, the more culturally competent you are becoming.

This is simply a tool. This is not a test. The rating scale is there to help you identify areas of strength and areas that need further development in order to help you reach your goal of cultural competence.

Remember that cultural competence is a process, and that learning occurs on a continuum and over a life time. You will not be asked to show anyone your answers unless you choose to do so.

While you complete this assessment, stay in touch with your emotions and remind yourself that learning is a journey.



**Please try your best to complete this survey HONESTLY. It is intended to be a PRE-TEST. It's purpose is to help YOU assess where you at currently at the beginning of the semester. You will complete the same survey as a POST-TEST at the end of the course to determine your areas of greatest growth. (Be sure to scroll all the way to bottom and complete the "skills" section on pg. 4)**



| Awareness                                      |                                                                                                                                                                                                                                 | Never  | Sometimes/<br>Occasionally | Fairly Often/<br>Pretty Well | Always/<br>very well |
|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|----------------------------|------------------------------|----------------------|
| Value Diversity                                | I view human difference as positive and a cause for celebration                                                                                                                                                                 |        |                            |                              |                      |
| Know myself                                    | I have a clear sense of my own ethnic, cultural and racial identity                                                                                                                                                             |        |                            |                              |                      |
| Share my culture                               | I am aware that in order to learn more about others I need to understand and be prepared to share my own culture                                                                                                                |        |                            |                              |                      |
| Be aware of areas of discomfort                | I am aware of my discomfort when I encounter differences in race, colour, religion, sexual orientation, language, and ethnicity.                                                                                                |        |                            |                              |                      |
| Check my assumptions                           | I am aware of the assumptions that I hold about people of cultures different from my own.                                                                                                                                       |        |                            |                              |                      |
| Challenge my stereotypes                       | I am aware of my stereotypes as they arise and have developed personal strategies for reducing the harm they cause.                                                                                                             |        |                            |                              |                      |
| Reflect on how my culture informs my judgement | I am aware of how my cultural perspective influences my judgement about what are 'appropriate', 'normal', or 'superior' behaviours, values, and communication styles.                                                           |        |                            |                              |                      |
| Accept ambiguity                               | I accept that in cross cultural situations there can be uncertainty and that uncertainty can make me anxious. It can also mean that I do not respond quickly and take the time needed to get more information.                  |        |                            |                              |                      |
| Be curious                                     | I take any opportunity to put myself in places where I can learn about difference and create relationships.                                                                                                                     |        |                            |                              |                      |
| Aware of my privilege if I am White            | If I am a White person working with an Aboriginal person or Person of Colour, I understand that I will likely be perceived as a person with power and racial privilege, and that I may not be seen as 'unbiased' or as an ally. |        |                            |                              |                      |
| Aware of social justice issues                 | I'm aware of the impact of the social context on the lives of culturally diverse population, and how power, privilege and social oppression influence their lives.                                                              |        |                            |                              |                      |
|                                                |                                                                                                                                                                                                                                 | 1 pt x | 2 pt x                     | 3 pt x                       | 4 pt x               |

| Knowledge                                                                                                |                                                                                                                                                                                                                                                                    |  |  |  |  |
|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| Gain from my mistakes                                                                                    | I will make mistakes and will learn from them                                                                                                                                                                                                                      |  |  |  |  |
| Assess the limits of my knowledge                                                                        | I will recognize that my knowledge of certain cultural groups is limited and commit to creating opportunities to learn more                                                                                                                                        |  |  |  |  |
| Ask questions                                                                                            | I will really listen to the answers before asking another question                                                                                                                                                                                                 |  |  |  |  |
| Acknowledge the importance of difference                                                                 | I know that differences in colour, culture, ethnicity etc. are important parts of an individual's identity which they value and so do I. I will not hide behind the claim of "colour blindness".                                                                   |  |  |  |  |
| Know the historical experiences of non-European <b>Canadians</b><br><b>Americans</b><br><b>Americans</b> | I am knowledgeable about <b>America's</b> historical incidents in <b>Canada's</b> past that demonstrate racism and exclusion towards <b>Canadians</b> of non-European heritage (e.g. the Chinese Head Tax, the Komagata Maru, Indian Act and Japanese internment). |  |  |  |  |
| Understand the influence culture can have                                                                | I recognize that cultures change over time and can vary from person to person, as does attachment to culture                                                                                                                                                       |  |  |  |  |
| Commit to life- long learning                                                                            | I recognize that achieving cultural competence involves a commitment to learning over a life-time                                                                                                                                                                  |  |  |  |  |
| Understand the impact of racism, sexism, homophobia ...                                                  | I recognize that stereotypical attitudes and discriminatory actions can dehumanize, even encourage violence against individuals because of their membership in groups which are different from myself                                                              |  |  |  |  |
| Know my own family history                                                                               | I know my family's story of immigration and assimilation into <b>Canada</b> <b>the United States</b>                                                                                                                                                               |  |  |  |  |
| Know my limitations                                                                                      | I continue to develop my capacity for assessing areas where there are gaps in my knowledge                                                                                                                                                                         |  |  |  |  |
| Awareness of multiple social identities                                                                  | I recognize that people have intersecting multiple identities drawn from race, sex, religion, ethnicity, etc and the importance of each of these identities vary from person to person                                                                             |  |  |  |  |

| Knowledge                                          |                                                                                                                                                                      |        |        |        |        |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|
| Inter-cultural and intracultural differences       | I acknowledge both inter-cultural and intracultural differences                                                                                                      |        |        |        |        |
| Point of reference to assess appropriate behaviour | I'm aware that everyone has a "culture" and my own "culture" should not be regarded as a point of reference to assess which behavior is appropriate or inappropriate |        |        |        |        |
|                                                    |                                                                                                                                                                      | 1 pt x | 2 pt x | 3 pt x | 4 pt x |

| Skills                                           |                                                                                                                                                            |        |        |        |        |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|
| Adapt to different situations                    | I am developing ways to interact respectfully and effectively with individuals and groups                                                                  |        |        |        |        |
| Challenge discriminatory and/or racist behaviour | I can effectively intervene when I observe others behaving in racist and/or discriminatory manner.                                                         |        |        |        |        |
| Communicate across cultures                      | I am able to adapt my communication style to effectively communicate with people who communicate in ways that are different from my own.                   |        |        |        |        |
| Seek out situations to expand my skills          | I seek out people who challenge me to maintain and increase the cross-cultural skills I have.                                                              |        |        |        |        |
| Become engaged                                   | I am actively involved in initiatives, small or big, that promote understanding among members of diverse groups.                                           |        |        |        |        |
| Act respectfully in cross-cultural situations    | I can act in ways that demonstrate respect for the culture and beliefs of others.                                                                          |        |        |        |        |
| Practice cultural protocols                      | I am learning about and put into practice the specific cultural protocols and practices which necessary for my work.                                       |        |        |        |        |
| Act as an ally                                   | My colleagues who are Aboriginal, immigrants or People of Colour consider me an ally and know that I will support them with culturally appropriate ways.   |        |        |        |        |
| Be flexible                                      | I work hard to understand the perspectives of others and consult with my diverse colleagues about culturally respectful and appropriate courses of action. |        |        |        |        |
| Be adaptive                                      | I know and use a variety of relationship building skills to create connections with people who are different from me.                                      |        |        |        |        |
| Recognize my own cultural biases                 | I can recognize my own cultural biases in a given situation and I'm aware not to act out based on my biases                                                |        |        |        |        |
| Be aware of within-group differences             | I'm aware of within-group differences and I would not generalize a specific behavior presented by an individual to the entire cultural community.          |        |        |        |        |
|                                                  |                                                                                                                                                            | 1 pt x | 2 pt x | 3 pt x | 4 pt x |

| Student   | Awareness                                                                                                                              |           |          | Knowledge                                                                                                                              |           |          | Skills                                                                                                                              |           |          |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|----------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|-------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|
|           | This portion of the assessment measures respondents' perceptions of their cultural competence<br>AWARENESS across 11 items (from 1-4). |           |          | This portion of the assessment measures respondents' perceptions of their cultural competence<br>KNOWLEDGE across 14 items (from 1-4). |           |          | This portion of the assessment measures respondents' perceptions of their cultural competence<br>SKILLS across 13 items (from 1-4). |           |          |
|           | Pre-Test                                                                                                                               | Post-Test | % growth | Pre-Test                                                                                                                               | Post-Test | % growth | Pre-Test                                                                                                                            | Post-Test | % growth |
| Student A | 26                                                                                                                                     | 41        | 57.69%   | 35                                                                                                                                     | 55.5      | 58.57%   | 31                                                                                                                                  | 44.5      | 43.55%   |
| Student B | 31                                                                                                                                     | 41        | 32.26%   | 30                                                                                                                                     | 44        | 46.67%   | 32                                                                                                                                  | 39        | 21.88%   |
| Student C | 29                                                                                                                                     | 36        | 24.14%   | 38                                                                                                                                     | 47        | 23.68%   | 36                                                                                                                                  | n/a       |          |
| Student D | 26                                                                                                                                     | 34        | 30.77%   | 30                                                                                                                                     | 42        | 40.00%   | n/a                                                                                                                                 | 35        |          |
| Student E | 22                                                                                                                                     | 30        | 36.36%   | 28                                                                                                                                     | 46        | 64.29%   | n/a                                                                                                                                 | 39        |          |
| Student F | 38                                                                                                                                     | 42        | 10.53%   | 35                                                                                                                                     | 51        | 45.71%   | 30                                                                                                                                  | 28        | -6.67%   |
| Student G | 31                                                                                                                                     | 36        | 16.13%   | 41                                                                                                                                     | 50        | 21.95%   | 28                                                                                                                                  | 44        | 57.14%   |
| Student H | 38                                                                                                                                     | 44        | 15.79%   | 46                                                                                                                                     | 50        | 8.70%    | 42                                                                                                                                  | 52        | 23.81%   |
| Student I | 32                                                                                                                                     | 37        | 15.63%   | 52                                                                                                                                     | 46        | -11.54%  | 43                                                                                                                                  | n/a       |          |
| Student J | 39                                                                                                                                     | 42        | 7.69%    | 50                                                                                                                                     | 50        | 0.00%    | 44                                                                                                                                  | 49        | 11.36%   |
| Student K | 29                                                                                                                                     | 39        | 34.48%   | 37                                                                                                                                     | 47        | 27.03%   | 33                                                                                                                                  | n/a       |          |
| Student L | 32                                                                                                                                     | 42        | 31.25%   | 44                                                                                                                                     | 49        | 11.36%   | 37                                                                                                                                  | 46        | 24.32%   |
| Student M | n/a                                                                                                                                    | 42        |          | n/a                                                                                                                                    | 51        |          | n/a                                                                                                                                 | 47        |          |
| Student N | 30                                                                                                                                     | 38        | 26.67%   | 36                                                                                                                                     | 49        | 36.11%   |                                                                                                                                     |           |          |
| Student O | 35                                                                                                                                     | 38        | 8.57%    | 39                                                                                                                                     | 49        | 25.64%   | 35                                                                                                                                  | 41        | 17.14%   |
| Student P | 27                                                                                                                                     | 37        | 37.04%   | 32                                                                                                                                     | 42        | 31.25%   | 26                                                                                                                                  | 40        | 53.85%   |
| Student Q | n/a                                                                                                                                    | n/a       |          | n/a                                                                                                                                    | n/a       |          | n/a                                                                                                                                 | n/a       |          |
|           | 465                                                                                                                                    | 659       |          | 573                                                                                                                                    | 768.5     |          | 417                                                                                                                                 | 504.5     |          |

|  |         | CHANGE |  |         | CHANGE |  |         | CHANGE |
|--|---------|--------|--|---------|--------|--|---------|--------|
|  | Mean    | 25.67% |  | Mean    | 28.63% |  | Mean    | 27.38% |
|  | Median  | 26.67% |  | Median  | 27.03% |  | Median  | 23.81% |
|  | Std Dev | 13.59% |  | Std Dev | 21.02% |  | Std Dev | 20.68% |